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ABSTRACT

Skill Advancement, Incorporated contracted to develop and demonstrate innovative methods for training and upgrading low-skill, low-wage workers. This second volume of a four-volume report gives details of one year of developing and testing innovative training techniques, unfreezing management and union attitudes, and opening up new opportunities and creating new hope for disadvantaged workers in the New York City area. It reports a program that achieved its training objectives through the full involvement of employers in the upgrading of underutilized manpower--75 percent of whom were minority group members. (Author/BH)

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UPGRADING LOW-WAGE WORKERS IN THE PLANT ENVIRONMENT THROUGH HIGH INTENSITY TRAINING

by

Norman Goldberg
and
Leslie Kanuk

Volume II of the 4-Volume Report
UPGRADING THE LOW-WAGE WORKER: AN ERGONOMIC APPROACH

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This book is dedicated to all
who are striving to bring about
positive changes for man.

Norman Goldberg
Leslie Kanuk

FOREWORD

On September 1, 1966, Skill Advancement Inc. contracted with the Office of Manpower Policy, Evaluation and Research, United States Department of Labor, to develop and demonstrate innovative methods for training and upgrading low-skill, low-wage workers. SAI also agreed to conduct a two-fold research project: one, to assess the effects of formal in-plant upgrading programs on workers and on their organizations; and two, to identify new industries for the introduction of formal upgrading training programs.

This book is the second of a four-volume report on SAI's fulfillment of its E & D objectives during the twelve-month period of Phase I.

Volume I of this series contains an overview of training and research activities during the past year and a management report on project administration.

Volume III discusses the research design and preliminary findings of the Employee Research Study, and examines the work attitudes, behavior and motivations of the low-skill worker.

Volume IV identifies six potentially receptive industries for the introduction of upgrading programs in Phase II, and traces the development of a conceptual model to identify relevant industries.

This volume (Volume II) reports one year of developing and testing innovative training techniques; of unfreezing management and union attitudes; of opening up new opportunities and creating new hope for disadvantaged workers in the New York City area. It reports a program which achieved its training objectives through the full involvement of employers in the upgrading of underutilized manpower — seventy-five per cent of whom were minority-group members.

SAI does not claim to have found the answer to the enormous problems facing unskilled and underutilized manpower across the nation. It has demonstrated, however, that the High Intensity Training concept does work in the New York City area, and that it appears to be replicable in other large urban sections of the nation.

The HIT concept also appears to have important implications for vocational education, for industrial training, and for future manpower development programs.

PREFACE

It is a rare occurrence when one is given the opportunity to play a key role in an E & D project that could have long-range implications on the manpower policies of a nation.

Therefore, it is with the deepest and most profound gratitude that I extend my thanks to: the U. S. Department of Labor, Office of Manpower Policy, Evaluation and Research, for providing the funds with which to implement the program; the SAI Board of Directors, who gave me the opportunity to bring the HIT concept into the organization; Dr. Samuel B. Marks, Executive Director of SAI, without whose confidence, management abilities and goal-setting direction this program would not have succeeded.

I should like to thank Miss Caroline Pezzullo, Assistant Training Director, for her contributions to this report; Mr. Sidney Alexander, Assistant Training Director, and the SAI Training staff, who each day brought the HIT concept to life under trying circumstances in the plant environment; Sharon Bieler, my secretary and right hand; and a special thank you to the hundreds of low-wage workers who proved to themselves, their families and their employers that, given sensitive guidance, they indeed have the ability to learn quickly, to perform their new jobs proficiently, and to assume greater social, educational and occupational responsibilities.

Finally, I should like to thank my co-author, Mrs. Leslie Kanuk, for her collaboration on this book.

Norman Goldberg
Training Director
Skill Advancement Inc.

August 1967

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CHAPTER 1 - INTRODUCTION

On a muggy spring day in New York, nine men and women dressed in sparkling white uniforms quietly filed into a conference room located in one of the city's major medical centers to receive special training.

These nine people were not interns or nurses. They were dishwashers, potwashers, and tray assemblers. They were Negro and Puerto Rican low-wage hospital workers, who were part of an experiment to develop human potential within a limited period of time.

On May 27, 1966, the nine were at the lowest occupational level in the hospital structure. At the conclusion of forty hours of training, they were upgraded to better jobs in the hospital with significant increases in pay. Within the next few months, many of them were to rise to even higher positions of skill and supervision within the hospital system.

These nine people were part of a successful pilot program aimed at improving the life chances of low-skill workers through training given in their plant environments.

As a result of this program, SAI was given the mandate[1] to train and upgrade 1,500 low-skill, low-wage workers within their organizations, in cooperation with their employers and their unions.

SAI was directed to develop and expand its training concepts to meet the needs of underskilled workers in hospitals, plastics, restaurants and allied industries in the New York City area.

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[1] Contract No. OSMP 82-34-67-10, issued by the Office of Manpower Policy, Evaluation and Research of the United States Department of Labor, Experimental and Demonstration Project, September 1, 1966.

SAI was given the responsibility for involving employers in the development of their Negro, Puerto Rican and other low-wage workers who were locked into jobs paying less than $4,000 a year.

SAI was given the task of developing a method of training which would take into consideration all of the occupational problems of the disadvantaged worker — and of placing this method into a framework that would be acceptable to employers and to unions.

SCOPE

This volume reports SAI's experiences from September 1, 1966, to August 31, 1967, in fulfilling this mandate. It traces the development of a training concept which appears to fulfill the stringent requirements placed upon it — a training concept which SAI calls "High Intensity Training."

This paper discusses the initial assumptions that SAI held when it developed its pilot program, and the intervening variables which have altered and refined the HIT model of today. It points out areas for further analysis, and briefly outlines some broad implications for the community.

OPERATIONAL DEFINITIONS

High Intensity Training (HIT) is the specific training concept and methodology upon which SAI based its first year of training activities. It takes an ergonomic approach to training; i.e., it considers the worker in his total environment — at work, at home and in the community. HIT is based on the specific skill requirements of the target job; on an orientation and understanding of management and union objectives; on improvement of interpersonal relationships between and among employees; and on the social, economic and psychological needs of the low-skill, low-wage worker. Training is literally "high intensity"; it is designed to accomplish its objectives within forty hours of training.

Formal Training is an organized, systematic program of instruction based on a planned curriculum. It may or may not be classroom-based.

Upgrading is an organized procedure for developing and promoting employees to higher job titles at increased wages.

Multiplier Effect describes the in-plant training of workers by company trainers who have been trained by SAI in the HIT techniques.

Job Task Analysis (JTA) is the systematic determination of the duties, skills, and organization of work required in the performance of a target job, and utilizes such techniques as observation and interview.

English Language Proficiency (ELP) courses are designed to improve the communications skills of workers. These courses are often centered on occupational vocabulary.

Human Relations Training is designed to teach the worker to interact successfully with other people in the work environment: co-workers, subordinates, and superiors.[2]

Personal Development courses are integral components of all HIT curricula and are designed to assist the worker to operate in the environment outside the work situation.

PHASE I OF AN E & D UPGRADING PROGRAM: AN OVERVIEW

In one year of experimentation and demonstration, SAI has developed and implemented a new training concept for upgrading low-skill workers in their organizations within abbreviated periods of time. The technique, called High Intensity Training, considers the worker in his total environment: at work, at home, and in the community. The HIT curriculum is designed to improve the worker's skills in both the technical and the human relations areas, to raise his levels of aspiration and motivation, and to alter his perceptions of self and management.

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[2] Human relations emphasis in training originated as an outgrowth of the Hawthorne studies, and gained momentum during World War II. Although it has previously been confined to higher levels of supervisory and management development, the process has been very effective at the low-skill level. It is an intra- and inter-personal phenomenon designed to focus on such qualities of supervision as "employee-centeredness," "considerateness behavior," and "supportive leadership."

The accomplishment of these training objectives required the involvement and commitment of employers from both the private and public sectors to the sponsorship of in-plant HIT upgrading programs.

Employers were persuaded to sign formal Training Agreements ensuring promotion to higher-ranked jobs, with wage increments ranging from 8 to 10 per cent, to low-wage worker-trainees who completed the in-plant, 40-hour HIT program. Training classes were small, and ranged in size from 8 to 15 workers.

In return for their formal upgrading commitments, employers received a complete training package — including design of and individual training curriculum for a company-selected, hard-to-fill target job; implementation of 20 two-hour training sessions (over a five-week period) by a professional industrial trainer; and the creation of their own in-house training capability, in the form of a detailed, lesson-by-lesson company training manual and a trained company trainer.

On the basis of the experiences of Phase I, HIT appears to be replicable in other sections of the country, though its replicability has not been tested. Some of the short-range accomplishments of Phase I are listed below. An assessment of long-range effects will have to await systematic follow-up of trainees and organizations during Phase II and beyond.

SUMMARY

In the twelve months of Phase I, SAI developed and implemented 51 High Intensity Training programs in 46 organizations and trained a total of 1,654 low-wage employees: 779 through direct, in-plant training by SAI trainers, and 875 through HIT programs organized by SAI and conducted, under SAI guidance, by SAI-trained company trainers.

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Trainees were upgraded to new positions upon completion of training, and received immediate wage increases ranging from 8 to 10 per cent.

Informal follow-up of trainees who completed HIT programs prior to June 1, 1967 revealed that some had received additional promotions and increases in pay since the initial upgrading process took place. The increases in salary since entering HIT programs are significant: the median weekly increase is $11.

Training programs were conducted in 14 plastics companies, 3 electrical component companies, 1 restaurant, 21 New York City municipal hospitals, 1 Federal hospital, and 6 voluntary hospitals.

Training courses were given for the following target jobs: assistant foreman, assistant supervisor, extrusion operator, foreman, general machine skills, housekeeping team leader, kitchen flying squad, medical coder, medical transcriber, semi-skilled journeyman, senior lead girl, senior ward secretary, and supervisor.

In addition, SAI conducted clinics for 246 supervisors in order to improve their supervisory and human relations skills. SAI sponsored leadership clinics for some 100 Negro and Puerto Rican low-wage trainees, which exposed them to the needs, the opportunities, and the techniques of effective community leadership.

SAI has unfrozen the negative attitudes of large numbers of first-line supervisors and their middle and top managements regarding the abilities, the capabilities, and the characteristics of minority-group workers.

A number of participating employers reported at the conclusion of the HIT program that production had increased, morale had improved, and absenteeism and lateness were reduced. While these comments are impressionistic, various empirical studies report similar findings.[3] Further research should seek empirical data on the short-range and long-range effects — including cost-benefit analyses — of formal upgrading programs on organizations. Some findings of this nature will be reported in SAI's Employee Research Study; additional research will be conducted during SAI's Phase II.

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[3] For example, see Training Factory Workers, (Staples Press, Ltd., London, 1956.)

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On the basis of its first year of experimentation and demonstration, SAI believes that a number of observations regarding the impact of HIT programs on organizations bear careful consideration. Some of these observations are highlighted below:

Employers

- Employers who were affected by hard-to-fill vacancies were very willing to permit an outside training organization to plan and implement training and upgrading programs within their organizations.

- Employers who have been exposed to in-plant High Intensity Training have sought to extend similar HIT upgrading programs to other departments of their organizations.

- Employers were willing to pay their workers for training time, provide training facilities and other needed services to upgrade low-skill workers when free technical training support was made available.

- Employers were willing to commit themselves to an 8 to 10 per cent wage increase upon completion of the training program despite their initial uncertainty regarding the potential effectiveness of upgrading training among low-skill workers.

- Employers were willing to consider restructuring their traditional job categories in order to alleviate higher-level skill shortages, after a realistic appraisal of the manpower pools from which they could draw.

- Employers were willing to permit an outside training organization to work with all levels of company personnel in order to ease difficult human relations problems which existed between low-skill minority-group workers and their supervisors.

Supervisors

- Supervisors' attitudes toward low-skill minority group workers appear to have substantially improved following HIT programs.

- Some supervisors moved from initial antagonism toward the HIT program to attitudes of full co-operation and enthusiasm.

- A number of supervisors have reflected on their own human relations and technical abilities as a result of close proximity to the trainees, and appear to have reevaluated many negative perceptions.

- Some supervisors passed through initial stages of insecurity to realize that better trained subordinates served to improve their own status.

- Supervisors have shown a greater willingness, as a result of the HIT program, to listen to the ideas and suggestions of low-wage minority-group workers.

- Supervisors were willing to participate in the HIT program as instructors, counselors, and curriculum developers after a sound indoctrination into the positive aspects of the HIT process.

The Low-Skill Worker

- The low-skill worker has demonstrated that he has the ability to learn new tasks and assume new responsibilities in a very short time.

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- The low-skill worker has shown that his ego, self-esteem, and motivation can be increased substantially within a very short period of time.
- The low-skill worker has demonstrated that through HIT he can move into new occupational, educational, and social areas in a short period of time.
- The low-skill worker has demonstrated the ability to comprehend and assimilate technical, human relations and self-help subjects in a brief period of time.
- The low-skill worker has shown that he is able and willing to accept new occupational challenges when they are presented to him in a meaningful and understanding way.

Project Achievements

In carrying out its function of experimentation and demonstration, SAI adhered to the following E & D guidelines in developing new methods for treating the employment problems of disadvantaged workers.

Recruitment - By going into the plant setting, SAI was able to reach and train workers who would not have sought such training on the outside.

Selection - Trainees were selected along non-traditional lines which were not confined to skimming "the cream off the top." Formal tests were not used because it was believed that they would intimidate workers.

Motivation - Motivation of the trainee was an integral element of the program and was designed to encourage the trainee to seek fulfillment of higher level needs than the basic needs required for survival.

Job Development - By restructuring traditional job levels to create new intermediary jobs, SAI opened up new upgrading opportunities for low-skill workers. By training new supervisory personnel for organizations, SAI enables them to open up second- or third-shift operations which, in turn create new entry-level job openings for the unemployed.

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Training - SAI developed an innovative approach to upgrading the low-wage worker within his own organization in just forty hours of training.

SAI has shown that traditional training time for semi-skilled occupations can be drastically reduced without impairing its value.

SAI has demonstrated that skill training is more effectively assimilated if subject matter relating to ego building, human relations and other personal development areas is built into the curriculum.

SAI has shown that utilization of organizational staff members in the training process increases the likelihood of the trainees' successful occupational growth.

At the conclusion of one year of demonstration, SAI submits that the High Intensity Training approach offers significant promise as an effective tool for developing under-utilized human resources.

The following chapter will examine the theoretical concepts which underlie High Intensity Training.

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CHAPTER 2 - NEW CONCEPTS FOR IN-PLANT UPGRADING

This chapter examines the development of the concepts upon which High Intensity Training is based, and includes a discussion of the human factors which affect upgrading in the work environment.

BACKGROUND

The earlier Project Advance study[1] suggested that upgrading training would "break the barriers of occupational isolation." A survey of New York City employers in the spring of 1966 revealed critical labor shortages at the semi-skilled and supervisory levels, and large pools of low-skill, low-wage workers at the bottom of the same organizational structures. Training unskilled workers for hard-to-fill jobs in their own organizations appeared to be a possible solution to the problems of both workers and their employers. SAI undertook the development and implementation of in-plant upgrading training to meet these problems; to ease the economic burdens of the low-wage worker and to prove to management that upgrading from within the organization is a practical method for meeting manpower needs.

The requirements for technical skill training presented little problem to SAI. The gap in the worker's level of skill and the skill needs of his employer could be easily ascertained, and special training given to the employee to bridge this gap. SAI believed that the skill gap was rarely as severe as the employer judged it to be; that the employer often had unrealistic notions of the technical knowledge and other qualifications required for the successful performance of many organizational jobs. SAI was confident that it could easily and effectively remove the skill barrier to upgrading by means of training given in the plant.

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[1] Breaking the Barriers of Occupational Isolation (Project Advance, New York, 1966.)

It was SAI's belief, however, that another, more pervasive barrier confined the unskilled worker to his low-level job. The second barrier could be described as a dissonance in the perceptions of management towards low-skill, minority-group workers, and in the perceptions of low-skill workers toward management. So long as misperceptions persisted on both sides, SAI could not hope to effectively "break the barriers" which isolate the low-skill worker. The worker had to become more understanding of organizational objectives, and the reasons for specific management policies and procedures. At the same time, the stereotyped behavior of employers towards their low-skill workers had to be eliminated before employers could be encouraged to open the channels for upward mobility.

In seeking a pragmatic training system, SAI decided that it had to focus its efforts both on meeting the skill needs and on altering the perceptions of low-skill workers and management. It realized that a training system which could accomplish both of these objectives within the organizational environment (the internal system) would also have great impact beyond the work environment (the external system) — on the worker's relatives, his children, his peers, on community agencies, on entry-level openings, on industry, on the economy.

It was within the parameters of this overall analysis that High Intensity Training was developed.

THE PROBLEM

It is axiomatic to state that both the worker and his employer are dependent upon each other. Yet their organizational objectives are often widely divergent. The perceptions of each toward the other also tend to show a lack of mutual understanding.

In addition, a number of basic and deep-rooted psychological, social and economic problems of the disadvantaged worker tend to adversely affect his behavior and attitude on the job.

In order to make a long-lasting impact on the plight of the low-wage worker, SAI needed a training method which would not only alter the skill of the worker, but alter his self-perceptions and the negative perceptions of management as well. It would also have to counter some of the outside pressures that affect his job performance and serve to confine him to a low-level job.

HUMAN FACTORS IN THE WORK ENVIRONMENT

In order to develop a framework for the development of innovative methods for upgrading the low-skill worker, it was necessary for SAI to make some basic assumptions about the worker, about management, and about first-line supervisors. In many cases, these assumptions appear to be valid; in other cases, they have been rejected on the basis of experience. If the following list of assumptions appears to be limited, it is because there is little empirical data available on the complex interactions of the human elements in the work environment.

Basic Assumptions about the Low-Skill Worker

- In the New York City area, the low-skill worker is usually a member of a minority group, primarily Negro or Puerto Rican.

- He has a history of failure — educational failure, job failure, social failure — which has resulted in a lowering of his level of aspiration to the point where he no longer seeks alternative courses of action.

- His ego, self-esteem and motivation are low.

- He tends to lack technical information, human relations skill and basic, everyday knowledge regarding his community and his city.

- Because there is no communication link between the top and bottom levels of the organizational hierarchy, his behavior appears to management to fit preconceived stereotypes.

- He is the product of very informal job training, which usually consists of being assigned to another employee who is told to "show him what to do." This training is invariably poor; the older employee has difficulty in communicating the functions of the job, and often himself lacks systematic knowledge of the job.

- He receives little or no orientation or training regarding his work or his firm or its policies, so he is ill-prepared to carry out his duties in a competent or knowledgeable way.

- In his day-to-day performance of job duties, the low-wage worker seldom receives feedback on his performance. His poor performance is rarely attributed to the poor training he has received but to his "lack" of ability, or effort, or interest. His mistakes tend to reinforce management's negative attitudes.

- The lack of communication between the low-wage worker and management is demonstrated in a number of ways: in misperceptions of management goals and objectives; in an exaggerated management perception of the language difficulties of the minority-group worker; in a lack of knowledge by the worker about his rights and benefits in the organization and the union.

- The low-skill worker performs the most menial and tedious jobs in the organization, and is too tired at night to avail himself of free vocational training. If he is not too tired, he "moonlights" — takes a second low-skill job to supplement his family's meager income.

- He cannot support himself and his family on his below-subsistence-level wages and is plagued with garnishees and liens.

- He is unfamiliar with the free community services — education, cultural, economic, legal, social and medical — which are available to him and his family.

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- When better jobs open up in the organization, he does not apply for fear of rejection, no matter how long he has worked for the organization.

- When he leaves one job to go to another, he seeks a lateral transfer, not a vertical one. (For instance, when looking for a new job, a dishwasher will usually go to another restaurant or hospital kitchen to apply for another dishwashing job at a similar salary.)

Knowing the target population SAI was to train provided some basis for the development of an effective training methodology. But before SAI could design its first HIT program, it had to make some additional assumptions regarding two other interacting elements in the work environment: management and first-line supervisors.

Assumptions about Middle and Top Management

- The employer tends to have a stereotypical perception of the low-skill worker and generally perceives him as a slow learner who lacks the motivation required for upward mobility.

- A severe communications breakdown exists between the very bottom of the organizational hierarchy and the middle and top levels, yet the employer does not do anything about it. He relies, instead, on other levels of management for information.

- The negative perceptions of the employer are based in many instances upon negative feedback from his foremen and first-line supervisors.

- Employers do not look within their own organizations for people to upgrade. They tend to place a great deal of emphasis on absenteeism, lateness and garnishee problems as their reasons for not upgrading low-wage employees.

- Management expects the low-skill minority-group worker to communicate his feelings upward if he is interested in a new job or promotion.

- There appears to be a propensity on the part of some organizations (e.g., hospitals) to train all levels within the bureaucratic structure, while other organizations (e.g., restaurants) tend to display a complete lack of interest in training.
- Because of the rigid and traditional hierarchies of most hospitals, the opportunities for advancement of low-skill, low-wage workers in the hospital industry are severely limited.
- Smaller companies need assistance in instituting training programs because they know so little about training.
- Given technical assistance, employers would continue to be motivated to upgrade their low-wage workers with little or no reinforcement from the outside.
- There are relatively few formalized training programs directed at the low-level worker; instead, most company training programs focus on highly skilled levels of supervisory and management development.
- Formally trained middle and top management people, despite their exposure to advanced management theory, economics, marketing and the like, have no awareness or exposure to minority-group problems.
- Management and supervisory personnel in both small and large organizations do not know or attempt to find out about the backgrounds of their low-skill workers.
- Although the private sector has expressed feelings of social responsibility, it tends to do very little to better the jobs or the opportunities of low-wage workers.

In trying to assess the attitudes of both management and first-line supervisors toward their minority-group and other low-wage workers, SAI acknowledged that prejudice was a strong factor in limiting upgrading opportunities. It was certain that statements regarding the work opportunities of the Negro applied to New York City's Puerto Rican population as well: "In many cases the prejudices of white workers and white management are likely to reinforce each other, so that barriers to Negro advancement are indeed strong."[2]

Nevertheless, SAI assumed that, in a labor-short market, top and middle management would not let prejudice in itself stand in the way of filling critical jobs. Rather, it would more likely be their stereotypical perceptions of minority-group members that would deter management from providing upgrading assistance and opportunity to their low-wage workers.

SAI assumed this was not equally true for lower levels of management and first-line supervisors; that the upgrading opportunities they provide to minority-group workers may be a direct reflection of deep-seated prejudices, regardless of how pressing the labor needs of the company. And it was these levels of management that had an open communication link to the top of the organizational hierarchy.

Assumptions about First-Line Foremen

- Many first-line supervisors have "grown" into their jobs without benefit of special orientation or education; they often have little or no technical or human relations training.
- In many cases, the difference in formal education between the foremen and their low-skill workers are minimal; thus, the foremen tend to feel threatened by alert low-skill workers, and do not recommend them for higher positions.
- Many first-line supervisors and foremen use their minority group subordinates as scapegoats and blame these workers for their own job inadequacies.

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[2] Eli Ginzberg and Hyman Berman, The American Worker in the Twentieth Century, A History Through Autobiographies, (The Free Press of Glencoe, Collier, MacMillan Ltd., London, 1963, p. 332.)

- Jealousies and fear of the low-skill minority-group worker tend to increase the supervisors' negative perceptions of minority-group workers.
- The foreman who finds a good, able, low-skill worker tends to shield him from promotion because the worker's output makes the foreman's production quota "look good."

Hypotheses

In addition to the three sets of assumptions listed above, SAI formulated the following hypotheses which future research should test:

1. The unskilled worker offers better promotional material for higher skill jobs in the organization than does a newly recruited outsider.
2. Employers who upgrade low-wage workers will fill the resultant entry-level job vacancies with unemployed workers or new entrants into the labor force.
3. Traditional job hierarchies within organizations can be restructured to provide intermediary-level jobs for which low-skill workers can be trained and upgraded.

If even part of its assumptions were true, the problems they depicted presented an enormous challenge to SAI. It appeared that the needs for skill training — despite their very real importance — were not nearly as pressing as the needs for better understanding and communication between low-skill employees and management. "One of the more pervasive developments," according to Eli Ginzberg, "and one that has impressed almost all workers who have given the matter any thought, is that large-scale business enterprises . . . have established a moat between the workers and their foremen and all other supervisory personnel."[3]

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[3] Eli Ginzberg and Hyman Berman, op. cit., p. 334.

The need to alter the attitudes of both management and workers so that they would work together to attain common objectives appeared to be an obvious function for an outside catalytic agent.

SAI as the Catalyst

SAI was in a unique position to serve as a catalytic agent in the plant environment. As a private corporation operating under a contract with the Office of Manpower Policy, Evaluation and Research of the Department of Labor, SAI was highly acceptable to employers who professed the desire to avoid unnecessary contact with "bureaucratic" government agencies. Nevertheless, the very fact that SAI did hold a training contract with the Department of Labor gave it status in their eyes. Some employers were wary of anti-poverty agencies, but SAI was not such an agency.

SAI representatives could talk management's "language"; could discuss the practical, business advantages of a formal in-plant training program in terms that management could understand and with which they could identify.

Once in the plant, SAI trainers would have the opportunity to utilize carefully developed motivational and psychological techniques to unfreeze the negative attitudes of foremen and supervisors, and encourage them to participate constructively in the training program.

During the training program, SAI trainers could draw on their special understanding of the problems and needs of low-skill workers to more fully motivate, train and educate them to fulfill their innate potential.

SUMMARY

In analyzing the forces which tend to confine low-wage workers to the lowest jobs in industry, SAI became aware of several levels of need which a pragmatic training system had to fill.

First, there was the need to increase the skill of the low-wage worker to the level required for execution of the target job.

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Second, there was a need to assist the worker in his personal development; to raise his level of aspiration and motivation so that he would want to learn and would try to succeed.

Third, there was a need to alter the perceptions of workers about management, and the perceptions of management about workers, so that each group would work towards common goals and objectives. Misperceptions of each group provided a subtle, pervasive barrier to upgrading, and had to be reduced if training was to have any long-lasting impact.

As the catalytic agent, SAI had to develop a training methodology which would meet each level of need effectively and do so within the plant setting, with the full cooperation of management and unions, in a limited number of hours.

CHAPTER 3 - DEVELOPMENT OF HIGH INTENSITY TRAINING

This chapter briefly reviews traditional industrial training methodology, and describes development of the High Intensity Training concept.

In the previous chapter, an attempt was made to present the reader with a clear picture of the needs, perceptions, attitudes and behavior of the interacting human elements in the work environment: the low-skill worker, the first-line foreman, and management. SAI's next step was to select the most appropriate training techniques and learning theories to incorporate into the High Intensity Training methodology.

AN INTRODUCTION TO JOB TRAINING

At one extreme, training consists of a few minutes of instruction by the supervisor, who gives the new employee the location of the locker room and a summary of work rules. At the other extreme, training consists of formal courses designed to develop qualified specialists over a period of years. In between these two extremes are countless training programs tailored to fit the needs of particular organizations. During the Project Advance survey, SAI found that training of low-wage workers was almost completely weighted towards the low end of the continuum.

It is misleading, however, to think of job training purely in terms of formal courses and programs. Almost everything that happens to an employee after he joins a company serves as a training experience. The worker learns what is expected of him in a new situation through the experiences he undergoes. Those elements in the employee's behavior that are rewarded and provide him with satisfaction tend to be repeated; those that are punished tend to be abandoned.

There are many people within the organization who provide these rewards and punishments, in addition to those who are formally assigned to train or supervise employees. The informal work group, with its clearly defined codes of behavior, has a very strong influence on its members. Formal groups, like the union, also exert a strong effect. Many times the supervisor may be training his subordinates without being aware of it. The acts that provoke discipline or that fail to provoke discipline tell an employee what is expected of him and what he can do with impunity. Good housekeeping practices that are praised and slovenly workmanship that goes uncritized both serve as sources of training. Similarly, the methods, short cuts, and routines practiced by fellow employees all carry important meanings for the new worker as he makes his way in a new job situation.

The oldest and simplest approach to training a new employee is to teach him directly on the job under the close supervision of a foreman or an experienced operator. This technique is still widely in use, and is formally called on-the-job training.

On-The-Job Training (OJT) should involve a systematic program of instruction, supervision, and evaluation of trainee progress. Too often, however, OJT is conducted unsystematically, and then its defects are obvious. Often the experienced employee cannot communicate the functions of the job; cannot explain them in a logical, systematic manner to the employee he's supposed to train. The terms "skilled operator" and "skilled trainer" are by no means synonymous.

Sometimes the skilled employee who is supposed to act as the trainer perceives the training situation as an opportunity to relax, or to socialize with other on-the-job "trainers" while the trainee gains experience. Thus, the learner does not get the close supervision he needs, and may require an unduly long period of time to become proficient at the job. He may also develop improper work habits which lead to undue spoilage, and perhaps to unnecessary injury, as well as to poor productivity.

Another difficulty sometimes encountered with OJT results from the fact that the experienced employee may actually resent the presence of the trainee because of feelings of insecurity or fear of displacement by younger men. In such cases, he will not teach new employees skills and short cuts which took him years of experience to develop.

Vestibule training — or off-the-job training — is another traditional approach to job training. In this instance, training is given by a full-time staff instructor in a separate room or building of the company which is equipped to approximate the production floor. The advantages are obvious: the learner is shielded from the pressures of the job situation and the demands of supervisors who are primarily interested in production output. Vestibule training also has a number of disadvantages, however. Many vestibule schools become the repositories for obsolete equipment, which make it difficult for trainees to transfer their newly developed skills to the actual work situation. Trainees are still faced with the problems of adjusting their work habits to the requirements and the idiosyncracies of their own foremen. Also, the noise and other distractions of the real work-place may be factors that the trainee must adjust to in order to work effectively.

Apprenticeship training was the first type of formalized job training developed, and is still utilized today to prepare journeymen in skilled trade areas which require relatively long periods of training. The period of apprenticeship varies from one to seven years, with four years being quite typical.[1]

Modern apprenticeship practices are very different from earlier practices. Today's apprentice proceeds through a formal program of training, spending specified periods of time working at various kinds of jobs and taking special courses. His hours of work are generally the same as those of employees within the department in which he is being trained, and he is paid a salary with a provision for a systematic wage increase.

Satisfactory completion of apprenticeship makes the trainee eligible for admission to his trade union. Thus, apprenticeship training programs represent joint efforts of trade unions and industrial organizations to maintain a high level of preparation for certain skilled trades, such as carpentry or tool-and-die making.

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[1] Lawrence Siegel, Industrial Psychology, (Richard D. Irwin, Inc., Homewood, Illinois, 1962, p. 155.)

Much vocational training is given outside of industry, in trade and vocational high schools. Many schools offer shop training, specific vocational preparation in such fields as automotive repair, and courses in clerical skills, including typing and shorthand. The problem with many outside vocational training schools is that they may teach outmoded practices or use obsolete equipment.

Orientation Programs are designed to familiarize the new employee with the tasks he will be expected to perform, to provide him with information about company rules and personnel policies, introduce him to his fellow workers, and give him an idea of where his job fits into the total operation of the organization. A carefully planned orientation-induction program helps the new employee to identify with the organization and its procedures, and gives him some idea of the significance of the work he will be doing. Orientation efforts contribute substantially to future job satisfaction and help the worker overcome the fears and anxieties that are bound to arise on a new job. Proper induction training makes it unnecessary for the employee to unlearn incorrect methods and procedures. (Unlearning is both difficult and time-consuming.)

Upgrading Training serves as a mechanism for mobility within the organization and enables individuals to climb promotional ladders to more responsible, better-paying jobs. Careful ordering of jobs in the organizational hierarchy also permits individuals to learn, through observation, some of the skills of higher-ranked positions while doing their present jobs. Filling-in for higher-ranked workers during vacations or absences can provide a type of informal on-the-job upgrading training. Upgrading training is most effective, however, when it uses a systematic, planned curriculum.

Some companies hesitate to upgrade their workers because they are afraid they will lose them. Other companies have no choice in this matter; their needs are so acute and the supply of trained personnel so meager that training programs are an absolute necessity. These firms must ensure that their wage and salary levels, the quality of their supervision, and their working conditions are sufficiently attractive to hold trained personnel.

OTHER TRAINING PROGRAMS - A CRITIQUE

A review of past and present training programs did not reveal a specific training methodology which appeared to meet SAI's three-pronged training requirements. Programs which were designed to teach skills, did just that; they lacked a humanistic approach. Other programs were designed to correct specific problems and did just that. (For instance, programs on plant safety were designed to counteract a growing accident rate.)

Programs which included human relations training, problem-solving, and so forth, were confined to management development programs.

Employers who tried to institute formal training programs for low-wage workers often became too involved in giving theory to semi-skilled workers without consideration of their meager educational backgrounds, then gave up in despair that "these people can't learn."[2]

From the standpoint of time, most industrial training programs seemed too long and too drawn out, despite the fact that during World War II, both government and industry brought untrained, supposedly unemployable workers up to proficient skill levels in very short periods of time.

Many programs did not motivate the worker sufficiently, nor did they offer him extrinsic or intrinsic rewards at the conclusion of training. Workers frequently dropped out of programs which were voluntary in nature because the programs did not maintain the trainees' interest.

A major problem encountered in training workers outside the plant was that employers and first-line supervisors were unrealistic in their expectancies of worker performance upon return to the plant. In other cases, employees did not transfer their newly attained skills to the job, but reverted back to pre-training behavior.

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[2] Strauss and Sayles, Personnel: The Human Problems of Management, (Prentice-Hall, Englewood Cliffs, New Jersey, 1960, p. 497.)

In some instances of on-the-job training, the trainee received very little systematic attention and only sporadic instruction, instead of the careful guidance necessary for efficient learning.[3]

TRAINING METHODOLOGY

So far as SAI could determine, no formal in-plant training programs had been conducted for low-wage workers by an outside training organization. Yet, from a methodological standpoint, in-plant training seemed to offer some key advantages for meeting SAI's objectives:

1. Training could be tailored to the specific needs of the organization and the worker.

2. Supervisors could play a key role in the skill training of workers. By assuming some responsibility for the training of their men, they would not be unduly critical of the training received nor unrealistic in the performance they expected.

3. Workers who would be reluctant to take part in training given in an unfamiliar setting among strangers would be more willing to participate in training offered in their own organization.

4. A realistic curriculum, based on an objective assessment of the needs of the target job, could compress the time needed for training.

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[3] M. D. Dunnette & W. K. Kerchner, Psychology Applied to Industry (Appleton-Century-Crofts, New York, 1965, p. 76.)

5. Training would be given on the same equipment as the worker would utilize on the job, thus diminishing the problems of transference.

6. Training given within the organization would tend to open up many new channels of communication between the top and bottom levels of the organizational hierarchy.

7. In-plant training would provide SAI with the opportunity for restructuring traditional job levels; this would serve to alleviate upper level-job shortages while providing new upgrading opportunities for low-wage workers.

8. The trainer could begin to unfreeze negative attitudes held by management and supervisors toward their low-wage workers.

LEARNING THEORY

A review of learning theory pointed up some of the learning principles that appeared to be of particular value in designing training programs for low-skill, low-wage workers:[4]

Motivation - If an employee is to benefit from training, he must desire to improve his abilities and his job performance in order to enhance his opportunities for advancement.

Reinforcement - Related to motivation is the need for reinforcement. That is, for learning to take place, the individual must receive some encouragement or reward. The reward need not be tangible to be real; however, the individual needs to experience some feeling of progress, either through the teacher's comments or through his own observation that he has done well.

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[4] Strauss and Sayles, Personnel: The Human Problems of Management, op. cit. Additional references in the field of learning are: Richard Bugelski, The Psychology of Learning (N.Y., Holt, 1956); Charles E. Osgood, Methods and Theory in Experimental Psychology (N.Y., Oxford, 1953); Ernest Hilgard, Theories of Learning, second edition (N.Y., Appleton-Century Crofts, 1956); Harold Leavitt, Managerial Psychology (Chicago, University of Chicago Press, 1958.)

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Positive rewards for progress appear to have a much better effect than punishment or the threat of punishment when mistakes are made. Most people have only a limited tolerance for failure. If punishment for failure is excessive, the phenomenon of "fixation" may develop, in which the same unsuccessful response is repeated over and over again.

The trainee will not always be successful in his attempts to learn, but his ability to tolerate failure will be a function of the success he has achieved and the degree to which his correct behavior has been reinforced.

Feedback - For reinforcement to be effective in improving performance, there must be feedback, or knowledge of results. If self-correction is to take place, the trainee must know the relationship between his behavior and the result of his behavior. Unless he knows how close his achievement is to the desired standard of good performance, he will not be able to improve his performance, no matter how hard and how frequently he tries. The learner also needs to know when he has made the right decision. When he has made a mistake, he needs to recognize why and how he went wrong and how close he came to doing the work properly. Feedback of results should be provided as quickly as possible after the trainee's performance.

Finally, feedback must be presented in a non-threatening environment; the learner should be made to realize that mistakes will not cost him too dearly and that difficulties in learning are natural and expected. It is the supervisor's responsibility to provide this feedback, not just during the training period, but on a continuing basis.

Learning By Doing - Learning is most efficient when the learner is actively involved in the learning process, rather than merely listening to a description of it. In fact, the greater the number of senses involved, the more effective the learning. Doing, rather than just seeing or hearing, also means that the individual is more likely to devote more of himself to the task; thus he becomes more involved in the learning process.

Active repetition is useful only when the training situation permits the trainee to try out alternative approaches in the full assurance that he can make mistakes and learn from them.

Massed Versus Spaced Learning - Active repetition should not be continuous, however. Many experiments have shown that spaced repetition — that is, learning periods distributed through time — are more efficient than attempts to learn "all at once." Another obvious value of spaced repetition is that it serves to inhibit forgetting. Without practice, learned skills gradually disappear.

Realistic Goal-Setting - Realistic goal-setting is another requirement of efficient learning. Few people can tolerate endless defeat; they need some sense of success and progress if they are to maintain their motivation. If either the trainer or the trainee sets his sights too high at the outset, frustration, discouragement, even resignation, will set in. Goals that are too low are also inefficient, because they fail to provide adequate challenge.

Learning by Parts - Learning is expedited when the total process or skill to be mastered is broken down into small, "digestible" segments. This approach contributes to the trainee's motivation; he obtains satisfaction from reaching each of the sub-goals, and these, in turn, help him to reach his objective of total mastery of the activity.

Giving Theory - One of the more controversial questions in training technique concerns the amount of theory or background the trainee needs to learn most effectively. The theory itself may not be essential to the specific tasks he will be performing, but it will help him to transfer his knowledge to new jobs, equipment and processes. If the employee is to develop insight into new problems that arise during the course of his work, a basic understanding of his activities is very helpful. "Logical" training is always more effective than "rote" training.[5] However, the educational backgrounds of the trainees must be evaluated before teaching theory is considered.

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[5] Strauss and Sayles, op. cit.

THE HIGH INTENSITY TRAINING APPROACH

In addition to drawing upon pragmatic training methods and learning principles for its training methodology, SAI wanted to take into consideration all of the forces and pressures which beset the low-skill worker and which serve to deter him from attaining higher levels of occupational success. These include not only his lack of skill, but great psychological, sociological and economic pressures, as well.

Accordingly, SAI considered the low-skill, low-wage worker within the context of his total environment. It assessed some of the pressures he is faced with daily — at work, at home and in the community. It reviewed the skill training and basic education courses which are available to him, their relevance to his needs, the reality of advancement opportunities which they provide, and his own motivation to pursue such studies after a tiring workday. SAI also reviewed his financial pressures, his knowledge of free community services, his knowledge of where to seek help of all kinds, such as medical, legal, dental, day-care, and so forth.

In the organizational context, SAI considered the specific jobs he holds, his wages and promotional opportunities.

Since the prime objective was to make possible the personal and occupational growth of the disadvantaged worker, SAI had to find a solution that would take into account some very fundamental problems which tend to confine him to his low occupational status. These problems include:

- Functional illiteracy — usually accompanied by a personal history of educational, economic and occupational failures.

- On-the-job prejudice — which accrues to the minority-group worker from his supervisors and employers, as well as from white peers who seek a scapegoat toward whom they can feel superior.

- Off-the-job prejudice — which affects his opportunities to find jobs, better housing, credit, education.

- The worker's frequent apathy and indifference, which may be the result of repeated frustrations, rejections, and exclusion.

- The worker's basic distrust of management's reasons and objectives in offering him training.

- Management's skepticism of the latent abilities and capabilities of minority-group workers.

SAI strongly believed that the most effective and direct method of meeting the employment needs of the low-skill, low-wage worker was through his employer. His employer, after all, was in a fairly unique position to overcome the disadvantaged worker's reluctance to participate in training. He could assure him of an immediate reward — in the form of an upgraded position — upon completion of training. He could assure him of a substantial increase in wages upon completion of training. He could provide first-rate training facilities. He could pay the trainee for his training time. His supervisors could assist in skill training. Through the provision of various training nuances, he could substantially motivate the worker. And certainly, through the acceptance of in-plant training, he could ease the worker's transition to a higher-level job.

However, SAI had to face the fact that most businessmen are not notably philanthropic in the conduct of their business affairs. It had to provide some very practical incentives to the employer in order to induce him to cooperate in the sponsorship of a not inexpensive training program.

The most obvious incentive SAI could offer him was the promise of greater profit, which would result from the increased production and lowered costs that a more skilled work force could produce. It could promise him a more cohesive work force, highly motivated to achieve company objectives. SAI felt that the lure of a cadre of workers, especially trained in the specific requirements and functions of the job, would invite the cooperation of labor-short employers. And SAI was certain that the availability of free technical assistance and implementation would assure the participation of cost-conscious employers in the sponsorship of in-plant upgrading training programs.

As a result of such reasoning, the High Intensity Training "package" was developed to include a number of unique features:

- Programs were conducted within the plant setting among selected low-skill employees of the organization.
- Training Agreements between the employer and SAI ensured the upgrading of trainees to better jobs, with a change in job title and an 8 to 10 per cent wage increase upon completion of training.
- Most training programs were designed for completion in 40 hours (over a five-week period) in order to maintain the trainee's interest and provide both management and trainees with quickly achievable rewards.
- Trainees were paid for their training time. In those instances where training was given after the regular work shift, trainees received overtime pay.
- Curricula were developed specifically to meet the particular manpower needs of the individual organization, and consisted of short, high-impact courses which were salient to the needs of both the worker and his employer.
- Programs were planned around the worker in his total environment: at work, at home and in the community.
- Outside professional trainers served a catalytic function; by going into the plant setting, they helped unfreeze the negative attitudes and perceptions of management and supervisors toward low-skill workers.
- High Intensity Training programs were designed to develop the technical skills and the human relations skills of the low-wage worker.

- Curriculum content was designed to raise the worker's level of aspiration; to build the self-esteem, confidence and motivation necessary to encourage him to go beyond the job for which he was being trained.

- SAI trained a company employee to carry on subsequent HIT programs for the organization.

High Intensity Training programs, in sum, were designed to help the low-skill worker become occupationally mobile; to give him greater control over his own destiny in relation to his home, his family, and his economic needs. At the same time, they were designed to involve the private sector in training and upgrading its own employees.

CHAPTER 4 - CRITERIA FOR PARTICIPATION

This chapter describes the components of the HIT program which was offered to industry, and discusses the criteria which were established for participation in the program.

THE HIGH INTENSITY TRAINING "PACKAGE"

Having planned and developed the concept of High Intensity Training as a means of meeting the occupational needs of the low-skill worker, SAI's next problem was to place the concept into a framework which would be acceptable to employers.

The "package" SAI offered to industry was as follows:

1. An SAI professional industrial trainer would conduct an in-plant High Intensity Training program for a small group (8 to 15) of unskilled company employees to upgrade them to higher skill, hard-to-fill jobs.

2. The employer, in conjunction with SAI, would have the opportunity to select the target job for which training would be given.

3. A two-hour training class would be given four days a week for a five-week period, at a time selected by the employer. If the employer could not spare the trainees from production during the regular work day, the SAI trainer would conduct training classes at a convenient time after hours.

4. The trainer would spend from two to three weeks in the plant analyzing the functions of the target job in order to prepare a practical, realistic training curriculum.

5. The employer would have the opportunity to review and approve the curriculum prior to the inception of the program.

6. The trainer would print and distribute training manuals covering the complete curriculum on a day-to-day basis to all trainees and to management.

7. The trainer would train a specified company employee to conduct future training programs, thus providing the employer with his own in-house training capability.

8. The trainer would select trainees on the basis of individual interviews and personnel records from a list submitted by the employer in concurrence with his union.

9. The trainer would furnish management with a progress report on each trainee at least twice during the program.

10. SAI would award certificates of completion to trainees at a formal "graduation ceremony" at the conclusion of the program.

11. The employer would pay nothing to SAI for the above services.

As it was drawn up, the HIT package offered employers a significant number of services at no cost. It enabled them to fill key job vacancies with known employees of the firm — workers who had some knowledge of the company operation, and with whom the company had some familiarity. Employers recognized, too, the potential value of an upgrading program in terms of increased morale, reduced absenteeism and turnover, lower waste, etc.

EMPLOYER'S AGREEMENT

In return for the training services that they would receive from SAI, employers had to agree to a number of stipulations:[1]

1. Trainees would receive a stipulated wage increment (usually 8 to 10 per cent) upon completion of training.

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[1] A copy of the formal Training Agreement appears in Appendix A.

2. Trainees would be promoted to new jobs, with new job titles, upon completion of training.

3. The training class would consist of a minimum of 8 low-wage employees (but could accommodate as many as 15 employees.)

4. Trainees would be freed from other duties to attend the four-day-a-week training classes. On the fifth day, trainees would be given the opportunity to practice their new skills on the job.

5. Trainees' vacations would be scheduled around the five-week training period in order to avoid conflict with any of the sessions.

6. Trainees would be paid for their training time. If training was given after the regular work day, trainees would be paid the standard overtime rates.

7. If union members were to be trained, the employer would assist SAI in contacting the union and advising union officials about the purpose and scope of the training program.

8. Management would furnish the SAI trainer with weekly work evaluations of each trainee (on forms provided by SAI).

9. The employer would supply refreshments at no charge to the trainees at each class session.

10. Management would provide all training materials and supplies. (SAI would furnish instructional aids.)

SELECTION OF INDUSTRIES AND ORGANIZATIONS

Three industries were initially selected for the introduction of upgrading training programs on the basis of the findings of the Project Advance Survey conducted by SAI during the spring of 1966. The three industries were plastics, hospitals, and restaurants.

SAI's earliest hypothesis was that small companies — companies which employ less than 250 people — are hardest hit by labor shortages, and that companies of this size cannot afford (nor do they know how) to set up their own training programs. Companies in the restaurant and plastics industries that fell into the 50-to-250 employee size category thus became the target firms which SAI hoped to interest in training. Because of the severe and well-documented personnel shortages in the hospital industry, hospitals were selected for training programs, too, despite the fact that they exceeded SAI's size criterion.

EMPLOYEE CRITERIA

The only criterion that workers had to meet to be eligible for consideration in the program was that their incomes had to be below the so-called "poverty line."

MARKETING THE HIT PROGRAM: SALES RESISTANCE

After receiving the contractual permission from the Department of Labor, SAI representatives visited all of the employers in the plastics, hospital, and restaurant industries who had been interviewed in the earlier Project Advance Survey. Employers were told that because of the cooperation they had shown SAI interviewers, they were being given first priority in the scheduling of in-plant training programs. Most employers were very interested in hearing further details about the proposed programs, and were quick to set up appointments. The SAI representatives also made appointments with those employers who said they were not interested in training programs under the pretext of giving them copies of the Project Advance "Summary of Findings."

At the outset of sales efforts, the plastics industry seemed to be very receptive to upgrading programs. The president of a major professional organization in the plastics industry scheduled a training program in his plant (Company D) to upgrade assemblers and shipping clerks to the post of assistant foremen.

A plastics extrusion firm (Company E) scheduled two back-to-back High Intensity Training programs to train factory helpers to become extrusion operators. A molding and assembly plant

(Company A) which had been very negative toward the concept of training when first approached, asked SAI to begin a program to train assemblers to be assistant foremen "as soon as possible." The president of this company also asked if SAI would interview all of his employees and be totally responsible for selection of trainees, since he did not want to be accused of partiality. (Company A thus became the first organization to be included in the Employee Research Study.)

Simultaneously, sales efforts were directed at both the hospital industry and the restaurant industry. Again, the first organizations to be approached were those that had been respondents in the Project Advance Survey.

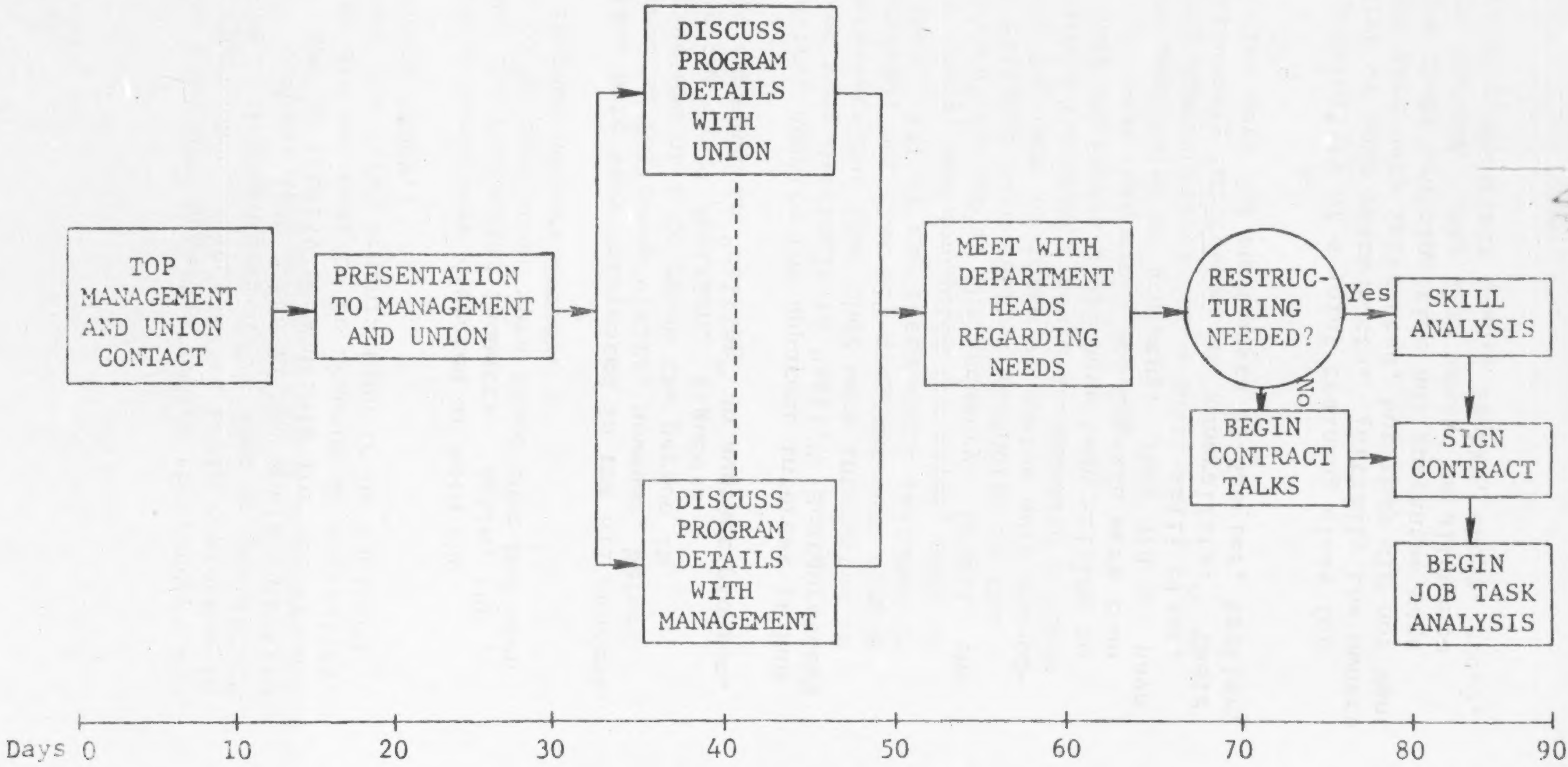
Hospitals, in general, were very interested in the HIT concept. They required a number of follow-up visits, however, before the SAI representative was able to reach the person in the position to make the final decision. Figure 4.1 illustrates the time consumed in "selling" an average program.

The restaurant industry, despite the apparent interest it had shown earlier, proved very difficult to "sell." Restaurateurs assured the SAI representative that they were interested in the concept of upgrading, but that HIT programs were simply not practical for them. All of the restaurants included in the Project Advance study, and contacted for sales, were in the "fine foods service" sector of the industry. Despite the fact that they had critical hard-to-fill vacancies in the food preparation skills, most of these vacancies were one-of-a-kind; thus, no single restaurant could accommodate a class of eight people. Some employers would have been willing to train the required minimum, but would not upgrade more than two or three at the conclusion of training. They did not have sufficient upgrading opportunities for a multi-skill class, nor were they particularly interested in "generalists." Their hard-to-fill vacancies were for such posts as Saucier, Broiler, and Fryer.

SAI explored the possibility of a joint training class for Broilers among three or four restaurants. Initially the owners who were approached were very interested, but they did not want to pay trainees for their training time nor guarantee wage increments upon graduation. They also wanted an allowance for the costly training materials (e.g., steaks, chops, etc.),

Figure 4.1

SALES PROCESS


TOP MANAGEMENT AND UNION CONTACT
PRESENTATION TO MANAGEMENT AND UNION
DISCUSS PROGRAM DETAILS WITH UNION
DISCUSS PROGRAM DETAILS WITH MANAGEMENT
MEET WITH DEPARTMENT HEADS REGARDING NEEDS
RESTRUC-TURING NEEDED?
Yes
No
SKILL ANALYSIS
BEGIN CONTRACT TALKS
SIGN CONTRACT
BEGIN JOB TASK ANALYSIS
Days
0
10
20
30
40
50
60
70
80
90

which was contrary to SAI policy. They based their objections to the SAI requirements on a prior MDTA program (run in conjunction with the New York City Board of Education) which trained restaurant employees[2] after work hours for future upgrading possibilities in the industry.

The vice president of a major restaurant chain with some 90 locations (under three chain names) throughout the metropolitan area expressed strong interest in upgrading dishwashers and porters to countermen. With the union's full cooperation and approval, he offered SAI the use of a complete restaurant facility (which was not yet in operation) as an instruction site, and was willing to meet all the criteria for employers, including payment of carfare and traveling time to the training site for all trainees. A major problem emerged in the selection of trainees. Individual store managers were both unwilling to recommend employees for training, and against the idea of having trainees selected by an official of the corporation. They would not permit their "better" employees to participate in training because they would then lose these workers to another unit. Management did not want to antagonize the store managers, whose positions were hardest of all to fill, and so reneged on the program.

Although SAI continued some sales efforts in the restaurant industry, it decided not to expend too much time (or money) in this direction but to concentrate, instead, on the plastics and hospital industries.

Having met with such a high degree of initial success in selling HIT programs to the plastics industry, the SAI sales staff was quite unprepared for the difficulties which followed.

Seasonality was a major factor. The small employers who were SAI sales targets did not want to institute new programs in their plants between November and January because such programs would either coincide with the Christmas rush or the post-

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[2] While no formal follow-up has been made of the MDTA trainees, a union official interviewed by SAI expressed doubt about their actual placement into jobs for which they were trained at the completion of training.

Christmas slump; nor would they commit themselves to accepting HIT programs before they could judge how business "looked" for the following year.

A number of employers were frankly unwilling to give wage increases to trainees upon completion of training. They preferred to regard training as a government subsidy that would enable them to increase company earnings; they did not want to pass such profits on to their low-skill employees in the form of higher wages. Others wanted an evaluation period of three to six months after training was completed to see if trainees really warranted the salary increments SAI required.

Some companies of the size SAI approached (50 to 250 employees) could not provide sufficient upgrading opportunities to accommodate the minimal training class of eight employees. Several of them had only two or three job vacancies, but wanted to train and subsequently delay the promotions and increases for the "surplus" trainees. SAI would not accept this.

Other companies — operating on two or three shifts — could not provide the minimum number of trainees without affecting production on at least one shift, and this they were unwilling to do.

Still other companies were afraid, as they stated, "of rocking the boat," of giving raises to employees which were not required or requested by their unions. Or, they did not want to provide new job titles because they were afraid their unions would demand new wage schedules.

SAI representatives ran into prejudice both overt and covert, and found it especially prevalent among first-line supervisors. The reasons underlying such prejudice are examined later in this volume. They were strong enough, however, to induce top management to renege on programs, rather than risk the resentment and possible resignations of hard-to-find supervisors.

Some employers had a fear of industrial "spying," and would not permit an outside trainer into their plants. Other employers were skeptical that trainers who were not specifically trained in the industry technology could train their employees adequately.

OVERCOMING SALES RESISTANCE

SAI was able to overcome a number of these problems through various approaches.

For instance, if an employer claimed that he did not have an adequate number of similar vacancies for which a training program could be established, the trainer mentally "walked" him through his plant, eliciting from him the various hard-to-fill vacancies, and then exploring which of these jobs had some similarity in function or responsibility. Then a curriculum was suggested that would cover all of the mutual areas of interest — with auxiliary instruction given to smaller groups of trainees who required more specialized knowledge.

An effective method for selling training programs to employers with severe job vacancies at higher levels of skill than SAI was prepared to train was through the suggestion of "job restructuring." If a hospital had a severe shortage of registered nurses, for example, the SAI representative suggested that ward clerks be trained to assume some of the more routine clerical tasks of the nurse, thus freeing her to spend more of her on-duty time performing specialized functions. Thus, new upgrading opportunities to the post of senior ward secretary were provided for low-wage clerks, and at the same time pressing shortages for nurses were somewhat alleviated.

An example of job restructuring within the plastics industry is the training of low-skill workers for the newly created post of assistant foreman. In this instance, some of the simpler, more routine supervisory tasks of the foreman are delegated to upgraded low-skill workers, thus enabling the foreman to spend more time on operations requiring deeper study for problem-solving and decision-making.

Sales efforts were directed at larger companies in an attempt to get around the seasonal and "number" difficulties encountered with small companies. Though SAI had to sell management on several levels before obtaining a signed contract, it discovered that larger companies are generally easier to sell because they are training-oriented, though they focus most of their training efforts on management and executive development. Such companies can be more easily interested in training their low-level workers, and appear to be more likely to conduct second and third training cycles than are smaller companies.

In general, management was presented with such pragmatic reasons for training as more efficient operations, greater output, decreased waste, lower accident rate, decreased absenteeism, fewer garnishees, higher morale, and so forth.[3] The SAI sales team did not suggest that managers should sponsor the training of their low-skill, low-wage workers for reasons of social responsibility. Early sales efforts suggested to SAI representatives that some employers preferred to be philanthropic after business hours; that they are more easily interested in training as a method of solving business problems than as a method of assisting their disadvantaged workers.

Based on sales experiences, a formal sales presentation kit was prepared by the SAI training department during the spring for use by trainers and other SAI representatives in selling training programs. This kit was also adapted for overhead projection to larger management groups, and proved to be quite effective in the few instances in which it was used.

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[3] These statements were not empty "sales claims," but were made on the basis of empirical evidence presented in several research reports. For instance, Training Factory Workers (Staples Press Ltd., London, 1956) reports survey findings on the effects of training semi-skilled and skilled workers in the United Kingdom by the National Institute of Industrial Psychology. Among the findings are the following: the effect of systematic training on the morale of individuals and on relationships was found to be good (the only "nay" was due to the fear of a shop supervisor that trainees would do better than the operators); the effects on labor turnover were favorable; the improvement in output was favorable. (In some instances, the increases were very large -- including 33-1/3 per cent, over 50 per cent, and even 100 per cent.) Improved output applied both to new employees and to retrained employees. Training was found to facilitate recruitment, particularly among school dropouts. Increases in company earnings were cited, as a result of shorter learning time and increased output.

SELECTION OF ORGANIZATIONS FOR SALES APPROACHES

After exhausting the list of respondents in the Project Advance Survey for sales approaches, SAI sought leads from trade associations, industry leaders and unions. Lists were prepared from Dun and Bradstreet's Middle Market and Million Dollar Directories, from the New York State Industrial Directory, from the classified pages of the telephone directory, and from the membership lists of several trade organizations. Contact was made and appointments set up on the basis of telephone calls or letters.

SUMMARY

Selling HIT programs was not the simple task SAI had anticipated; however, through resourcefulness as well as trial-and-error, a sufficient number of employers were persuaded to become involved in the training of their own employees to enable SAI to meet its training commitments within the 12-month period of Phase I.

Because many employers have since heard of SAI and the effectiveness of the HIT programs through newspaper stories, articles in business publications or through their trade associations, it has become simpler for SAI representatives to sell HIT programs to industry. This greater ease of selling may also be due to more pronounced confidence on the part of the SAI sales representatives, who can now point to a number of successful and diversified program accomplishments.

CHAPTER 5 - DEVELOPING THE CURRICULUM

> Human resource development encompasses many constituent and inter-related elements. It includes "formal" training, OJT, and individual development.[1]

After "selling" a HIT program to a company and its union, SAI's next step was to develop a comprehensive curriculum for the specified target job based on the concepts discussed in Chapters 2 and 3.

These concepts led SAI to adopt an ergonomic approach to training; to design a curriculum which would treat the trainee in his total environment — alter his skill proficiency, improve his interpersonal relationships in the work and community environments, and attempt to fulfill his social and psychological needs. This chapter will describe development of the HIT curriculum.

CURRICULUM CONTENT

The High Intensity Training curriculum, as it was conceived, had to take a three-pronged approach to training the low-wage worker. It had to 1) improve his technical skill, 2) improve his human relations skill, and 3) encourage his personal development.

In considering the ordering and emphasis of curriculum content in these three areas, SAI felt that the worker would be more receptive to the skill training if some progress was first made in improving his motivation, in raising his level of aspiration and in building his self-esteem and self-image. Inroads had to be made on improving his human relations skills.

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[1] F. Harbison and C. A. Myers, Manpower and Education (McGraw-Hill Book Co., N. Y., 1965.)

his communications skills, and altering his perception. He had to know more about his company and its objectives; had to understand the way in which all of the departments intermeshed in order to achieve organizational goals. With a strong foundation in these areas, the worker would more eagerly and more quickly grasp and absorb the skill instruction. He would be motivated to practice newly developed skills on the job; to seek new and more efficient ways to increase his output in accordance with company objectives.

Unfreezing Attitudes

SAI theorized that the human relations and personal development elements of the curriculum would begin to alter the trainee's behavior. Observed changes in the trainee's behavior would serve to alter the stereotypical perceptions of management and first-line foremen. But the SAI trainer could not wait for this change in perception to evolve gradually. He had to begin to change the negative attitudes of management and foremen toward low-skill and minority-group workers from the day he walked into the organization. Eight weeks is not nearly enough time to counteract and change the perceptions of a lifetime. The trainer can only begin to unfreeze negative attitudes while he is in the plant environment. Because alteration in behavior between workers and management tends to be an interacting process, SAI theorized that observed changes in the trainees and the ensuing benefits to the company would serve to continue the unfreezing of attitudes after the SAI trainer left the organization.

STEPS IN CURRICULUM DESIGN

The necessary stages involved in the design of a High Intensity Training curriculum for a target job are roughly the same from organization to organization and from program to program. A variety of intervening variables may arise, however, which require careful treatment if they are not to affect the program adversely. The following section will discuss the steps in curriculum development, and some intervening variables which may come up during the period prior to training implementation.

Orientation Meeting for Supervisors

After the training agreement is signed by the employer and by SAI with the concurrence of the union officials, and the specific target job or target areas for training pinpointed by the employer, a meeting of all supervisors in the selected departments is scheduled. This meeting is vital to the success of the program and must be handled with great delicacy and finesse by the SAI trainer. After being introduced by the employer and a union official, the trainer explains the proposed HIT program in some detail, describes each stage of planning and training which will take place, and answers all questions which are put to him. His job is to explain the objectives and scope of the program so fully as to avoid the hazards of misinformation which can filter through an organization and hinder future cooperation. He must reassure anxious or insecure supervisors, indicate how the training program will benefit each one of them personally, and try to win their confidence, cooperation and support.

With the concurrence of his supervisors, the employer selects a date for the program to begin and a convenient two-hour time period for the four-day weekly class to be held. The employer advises the supervisors to schedule the fifth day each week for on-the-job practice by trainees. The employer also appoints a liaison through whom the trainer will communicate with the company, and designates the site for classroom sessions to be conducted. The SAI trainer arranges, where possible, for executive quarters in which to conduct the classes, for reasons that will be discussed in Chapter 6. Skill training is usually conducted right on the production floor. The employer also asks supervisors to begin to compile a list of prospective trainees, and to give the trainer their complete cooperation.

The trainer then schedules individual meetings with each of the supervisors as part of his Job Task Analysis. In addition, he arranges to meet with other management representatives who can supply him with needed information.

JOB TASK ANALYSIS (JTA)

The purpose of the JTA is to develop a pragmatic, totally objective skill and human relations curriculum which will enable trainees to assume functional operation of the target job in 40 hours of training. SAI has found that company job descriptions, even when formally prepared, are too often not realistic in their analyses of job functions and in their listed job qualifications. Generally, employers seek greater educational background, knowledge of theory, and similar work experience when recruiting workers for semi-skilled and skilled jobs than are actually necessary for satisfactory job performance.

The techniques utilized by the SAI trainer in conducting the JTA are: observation of the job in its total context and interviews with supervisors, management, and in some cases, other skilled employees. (Figure 5.1 lists data to be collected.)

During JTA interviews, the trainer tries to get a realistic appraisal of the duties and competency expected of an employee in the target job. For instance, in conducting a JTA for the position of assistant cook in a hospital, the trainer asked the chief cook how long it takes to become a "good" cook. The response of ten years was not surprising, since skilled workers often tend to exaggerate the amount of time it took them to reach their present positions of competency. The trainer then asked how long it would take to train a good assistant cook, and was told about five years. The third question was very revealing. When the chief cook was asked what he would expect the perfect assistant cook to do for him each day, the chief cook enumerated a variety of semi-skilled tasks that could be taught to an unskilled worker in a very limited period of time.

In observing the functions and duties of the target job, the SAI trainer notes the equipment that has to be utilized; carefully watches each operation and breaks it down into its component parts; notes all materials that have to be utilized, where they are stored and where they should be placed during use; all forms that have to be completed; special safety precautions that have to be observed; plant housekeeping practices and areas in need of improvement; apparent safety hazards; and so forth. He tries to determine, through both observation and interview, which parts of the job require decision-making, trouble-shooting or problem-solving. He also tries to determine the first-line foreman's particular "gripes" regarding the workers and the jobs he supervises.

SAI finds that, contrary to the beliefs of some employers, the trainer's lack of theoretical training in the specific industry

Figure 5.1

HIGH INTENSITY TRAINING
CURRICULUM DEVELOPMENT

Basic Materials To Be Collected In Organization During Job Task Analysis Phase

A. General Background Information

1. History and over-all operations of the company and its position within the industry
2. Departmental operations, relationships and interrelationships
    a) Names of Department Heads and Supervisors; nature of their jobs
3. Floor plan of department (or company)
4. Company and Union policies
    a) Benefits
    b) New wage rates
    c) Holidays
    d) Sick leaves/Vacations
    e) Days off
    f) Insurance

B. Responsibilities of the Target Job

1. Interviews
    a) Supervisors
    b) Skilled personnel
    c) Management

Figure 5.1 (Continued)

HIGH INTENSITY TRAINING
CURRICULUM DEVELOPMENT

Basic Materials To Be Collected In Organization During Job Task Analysis Phase

2. Observation of target job
    - a) Functions of the target job
    - b) Interaction between workers
    - c) Materials to be used
    - d) Equipment to be used
    - e) Safety hazards (accident forms)
    - f) Forms which must be submitted
    - g) Housekeeping rules
    - h) Quality control

3. Special (unique) characteristics of the target job

and lack of familiarity with the target job or operation is a great advantage in developing a curriculum. No phase of an operation can be taken for granted. In order to design the curriculum, the trainer has to understand the target job and how to perform it. If he cannot understand it, he asks questions of the appropriate personnel or even seeks outside assistance so that he does understand it. He can see for himself which areas require special training techniques and careful emphasis. He is also in a fairly good position to judge where some technical theory is needed or helpful in the performance of the job. The trainer's advantage is that he is not afraid that excessive questions will make him "appear stupid." Often, low-skill employees do not ask questions for this reason, and so never gain a firm understanding of the job.

The inclusion of theory in the training curriculum has to be carefully evaluated in terms of the educational attainments of the trainees. SAI has encountered one or two instances where the employer had tried to institute a formal training program for unskilled and semi-skilled workers. These programs evidently failed as a result of becoming completely bogged down with theoretical material which was way beyond the comprehension of workers who had not completed grade school.

During the JTA, the trainer also collects information concerning the company, its history, its marketing (or other) objectives, organizational policies, the names and functions of the various department heads, the interaction between departments, company and union policies regarding employee benefits, wage rates, holidays, vacations, sick leave, days off, and so forth.

Any information that the trainer thinks may make the job clearer or the company more interesting or meaningful to the trainee is incorporated into the program. This material may include the company's advertising plans for the future, or its relations to similar organizations in the industry. It may include a tour of the entire plant, department by department. Obviously the development of a good and comprehensive curriculum is very much dependent upon the careful judgment of the trainer.

While he is conducting the JTA, which takes about 13 in-plant days, the trainer tries to determine which supervisors or skilled operators could be used for instructing various sessions of the program or for demonstrating various skills. The skilled operator who is called upon to give a skill demonstration receives strong back-up support from the trainer. The explanation which accompanies the demonstration is prepared and given on a step-by-step basis by the trainer, who has broken the job down into its component parts. The SAI trainer does not depend upon the skilled operator to also be a skilled teacher.

If the trainer does not feel that anyone in the organization has the technical expertise to demonstrate the operation of a specific piece of equipment, he will — with the concurrence of management — seek outside sources to do so.

For instance, equipment manufacturers are usually very happy to provide instruction and demonstration in the preferred usage of their equipment. By assuring maximal usage of his equipment, the manufacturer is more likely to receive repeat orders for the equipment. Many manufacturers believe this to be an effective form of public relations.

In several cases, the SAI trainer discovered that equipment was not being properly or fully utilized by responsible employees of the organization. In one hospital, for example, the manager of the food service department indicated that a number of assistant cooks were not slicing meat properly. Despite the fact that it was costing the institution excess monies, the manager did nothing to correct this matter because he did not want to antagonize these long-term employees. SAI arranged for a representative of the slicing-machine company to demonstrate the proper use of the equipment to trainees in the program, and invited all of the assistant cooks in the dietary department to observe. The cooks were delighted to discover a new and better way to use the slicing machine, and corrected their old practices without "losing face."

Outside experts who have conducted demonstrations for HIT programs have often found safety hazards due to improper operation of the equipment by employees. Thus, SAI has been able to bring to the attention of management safety hazards which had long been overlooked.

SAI conducted HIT programs for positions requiring either technical skill or supervisory skill, depending upon the needs of the specific organization.[2] The curriculum for both types of positions includes the three components: skill training, human relations training and personal development. However, the emphasis given to each of the first two components depends upon the needs of the specific target job.

For instance, a potential extrusion operator would have to be taught how to operate the extruder, how to feed it, the treatment (and location) of raw materials, how to check quality of production, when to go for help and how to interact successfully with his co-workers, helper and supervisor.

A foreman in the same department would have to know how to spot production problems, how to trouble-shoot, when to summon a machinist, how to complete production forms, how to give orders, how to discipline subordinates, how to spot safety hazards, how to motivate subordinates to improve the quality or quantity of their work. The difference in emphasis will be seen more clearly in an examination of several case histories in Chapter 6.

Job Restructuring

In an effort to test out its earlier hypothesis regarding the possibilities of restructuring traditional jobs to create new upgrading opportunities for low-skill workers, SAI persuaded several employers to allow the trainer to carve out new intermediary jobs from higher level, hard-to-fill jobs. SAI could then conduct HIT programs for selected low-wage employees of the firms to fill these jobs. For job restructuring, the JTA was a diagnostic process, and thus broader in scope than the JTA conducted for existing target jobs. The trainer had to observe the higher-level job in its entirety; interview both supervisors and the higher-ranked employees; and diagnose which functions of the higher-level job do not require specialized training or skill, and which tasks could be performed by trained, low-wage employees. The trainer also had to observe the jobs held by the lower-level employees, in order to determine which upper-level tasks were natural outgrowths of or additions to the functions of lower-level jobs.

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[2] The term "skill training" (as opposed to "supervisory training") is a convenient way to differentiate technical skill training from supervisory skill training, though both occupations require specialized skills.

An example of job restructuring in the hospital is the creation of a new intermediate job called "senior ward secretary" which incorporates many of the routine clerical duties of the registered nurse. Freed from these duties, the nurse is then able to devote more of her time to the specialized nursing duties for which she was trained. Thus, hard-to-fill nursing shortages are somewhat alleviated.

An example of job restructuring in industry is the creation of a new intermediate job called "assistant foreman". By creating an additional intermediate supervisory level in the production hierarchy, smaller work groups can be closely supervised, and routine problems quickly solved. Thus, the foreman can supervise a greater number of production units, and be available for more complex problem-solving or decision-making. The newly created post of assistant foreman in a toy factory involved the supervision of one assembly line (as opposed to the three assembly lines then supervised by each foreman). The assistant foreman "set up" the line each morning, saw that material was distributed to each post in the proper quantities and colors, taught each assembler his operation (utilizing time-and-motion principles), looked for bottlenecks in the line which required assembler re-training, and paced the assembly belt. He was also able to spot-check for quality, and detect errors before potential rejects piled up. As a result, each foreman was able to supervise five assembly lines instead of three, thus alleviating the critical shortage of foremen and enabling management to open up additional assembly lines. Thus, it appears that SAI's training of new supervisors for industry results in the creation of new entry-level jobs. Future research should test out this hypothesis.

CURRICULUM "CONSTANTS"

In addition to collected materials that deal specifically with the organization and the target job, the trainer incorporates into the curriculum a number of standard components which are used in all High Intensity Training programs. These components relate more directly to the personal development and interpersonal relationships of the low-skill, low-wage minority-group member. They are referred to as High Intensity Training "constants," and include courses on money management, information on where to find assistance of all kinds, communications skills, human relations (understanding pressures of co-workers, supervisors, peers and family), handling co-worker jealousies, and other pertinent data which relate to the self-growth and development of the individual. Figure 5.2 lists many of the constants found in HIT programs. The emphasis which they are given depends on the needs of the target job and the needs of the trainees as assessed by the SAI trainer.

TOPICAL OVERVIEW

When the trainer has completed his Job Task Analysis, he prepares a 20-lesson topical outline which covers all of the orientation and skill aspects of the target job, as well as human relations and personal development components. (Appendix B contains the topical overview for the housekeeping team leader program given in 21 municipal hospitals.)

This outline, which highlights the subjects to be covered on designated days, the key points of each session, the location of training and the suggested instructor for each lesson, is presented to management and other relevant supervisory personnel for approval or recommendations.

The trainer designs the curriculum to ease the suspicions of the trainees as early as possible in the course, to win their trust and begin to build their self-confidence. (Figure 5.3 depicts some of the pressures the trainee is faced with at the beginning of the HIT program.)

In reviewing the topical outline, some employers have commented that trainees would not be moving quickly enough into the skill areas. They were more interested in seeing immediate and measurable results in the skill development of trainees than in their

Figure 5.2

HIGH INTENSITY TRAINING CURRICULUM DEVELOPMENT

"Constants"

1. Welcome (existing material is used only as a guide; a new welcome is written specifically for each program)

2. Background of SAI — the training organization

3. Money management

    a) Garnishees
    b) Liens
    c) Loans
    d) Co-signing
    e) Interest rates
    f) Case histories
    g) Buying-renting

4. Where to find assistance in New York City (e. g., medical, dental, veterans, legal, day-care, etc.)

5. Personal health

6. Mental health

7. Family counseling

8. Career guidance

    a) Continuing education
    b) New perspectives on job and career opportunities

9. Human relations

    a) Understanding pressures on people — family, peers, supervisors
    b) Understanding self — and changes which take place

Figure 5.2 (Continued)

HIGH INTENSITY TRAINING
CURRICULUM DEVELOPMENT

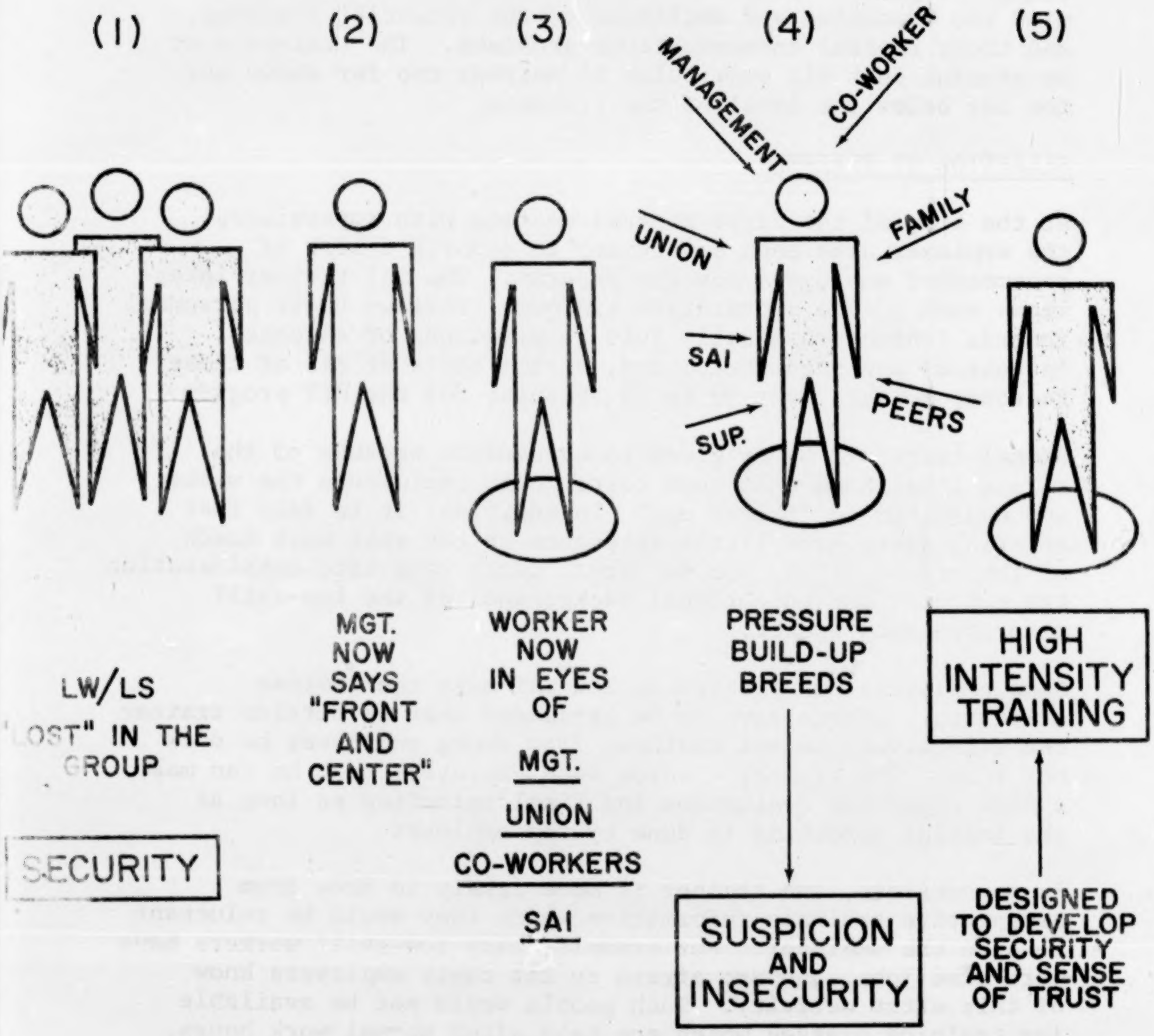
"Constants"

10. Expected reactions to participation in HIT program
    - a) Co-workers (jealousy, approval, indifference)
    - b) Supervisors
        - 1) Present
        - 2) New supervisors
    - c) Family
    - d) Peers
11. How to cope with these reactions
12. Broad cultural exposure
    - a) Museums
    - b) Libraries
    - c) Trips
13. Responsibilities of individual to:
    - a) Job
    - b) Family
    - c) Community
14. Medicaid
15. Medicare
16. Social Security

(6)

Figure 5.3

THE PARADOX


(1)
(2)
(3)
(4)
(5)
MANAGEMENT
CO-WORKER
UNION
FAMILY
SAI
PEERS
SUP.
LW/LS
"LOST" IN THE GROUP
SECURITY
MGT. NOW SAYS "FRONT AND CENTER"
WORKER NOW IN EYES OF
MGT.
UNION
CO-WORKERS
SAI
PRESSURE BUILD-UP BREEDS
SUSPICION AND INSECURITY
HIGH INTENSITY TRAINING
DESIGNED TO DEVELOP SECURITY AND SENSE OF TRUST

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personal development. In such cases, the trainer must persuade the employer to trust his experienced judgment in regard to planning and scheduling the program.

Once management approves the 20-session topical overview, the trainer begins to prepare a daily lesson plan, keeping in mind the education and abilities of the potential trainees, and their special communications problems. The trainer must be careful that his curriculum is neither too far above nor too far below the level of the trainees.

SELECTION OF TRAINEES

At the time of the first general meeting with supervisors, the employer asks each supervisor to compile a list of recommended employees for the program. The SAI trainer interviews each of the prospective trainees, reviews their personnel records (which are usually just compilations of absences, latenesses and garnishees) and, on the basis of all of these factors, selects from 10 to 15 trainees for the HIT program.

Formal tests are never given to candidates because of the strong likelihood that such tests would intimidate the worker and cause him to "freeze up." In addition, it is felt that existing tests have little relevance to the real work needs of the organization, nor do formal tests take into consideration the cultural and educational backgrounds of the low-skill minority-group worker.

Some employers are pleased to let SAI make the trainee selection. Others have to be persuaded that an outside trainer can effectively select trainees from among employees he does not know. The trainer assures such employers that he can make a more objective evaluation and final selection so long as the initial screening is done by the employer.

As an outsider, the trainer is more likely to draw from prospective trainees information which they would be reluctant to give the employer. For example, many low-skill workers have part-time jobs, and are afraid to let their employers know of this extra activity. Such people would not be available for training classes which are held after normal work hours, despite the fact that overtime rates will be paid. A number of employees who had been pre-selected by management for the training program were found, by the trainer, to be unavailable for after-work training sessions for just this reason.

Once they decide to participate in the program, most employers begin to review mentally the personalities on their payroll and to identify those that they feel should be upgraded. Many trainers have been given lists of "excellent candidates" for the program as soon as the Training Agreement is signed. In reflecting upon such lists, one cannot help but wonder why the employer had done nothing in the past to upgrade these workers. Possible reasons may bear out SAI's earlier assumptions that the employer is not training-oriented, and does not know where or how to begin a systematic upgrading program.

In organizations which submitted pre-selected lists of potential candidates, the trainer asked and usually received permission to interview others as well. The trainer keeps a written record of each interview, which includes demographic and occupational data on each candidate, and a recommendation as to whether he should be included in the program. (The Trainee Selection Record is shown in Figure 5.4.)

The trainer does not confine his selection to the candidates who appear most qualified for training. Wherever possible, he tries to have the class composition range from so-called "trouble-makers" to reputedly good workers. HIT classes contained both men and women and were primarily Negro and Puerto Rican in ethnic composition, though other minority groups were represented as well.

The written and verbal communication problems of trainees were not considered deterrents to employee selection. Disadvantaged workers most often have communication difficulties, and the trainer took these difficulties and the needs of the target job into consideration when selecting trainees.

If the target job required some special communication skill, informal tests were devised. As an example, one HIT program (which prepared hospital dishwashers and potwashers for food preparation positions) had to take into consideration the fact that the target job required trainees to follow recipes. Thus,

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Figure 5.4

Trainee Selection Record

Organization__________ Position to be Trained for __________ Interviewer__________ Date(s)______

Candidate	Eth. Bkg.	Age	Educ. Level	Department	Position	Salary	Recom-mended	Comments

①

Form C/367-02-02

during the initial interview, the trainer asked each candidate to read a simple recipe. If a candidate could read the recipe, albeit slowly and with difficulty, and understand it, the trainer judged him able to carry out his proposed function.

In HIT programs which were implemented in the city hospital system, the trainer did find people whose language difficulties would deter them from proper functioning in the target job. However, these handicaps were largely overcome by innovative approaches developed by SAI trainers.

To facilitate comprehension of the training material during the class sessions for jobs which did not require special communication skills, SAI utilized bilingual trainers. Other methods of combating language difficulties are discussed in Chapter 6.

In the five organizations in which the SAI Research Department conducted its data collection (see Volume III), the research team interviewed all of the workers and supervisors in the department (or organization) in which training was to take place. However, only in Company A was the selection of trainees based on the research interview schedules.

In the other organizations where research was conducted, the SAI trainer conducted follow-up interviews of selected employees based on recommendations of management, supervisory personnel and the union, and made the final selection. A short case-history questionnaire was completed for each of the prospective trainees.

In general, the trainer does not make his selection on the basis of any formal methodology. Rather, he weighs such factors as the relative interest of the trainee in the program, his apparent need, his dissatisfaction with his present status, and so forth. He also must consider the physical and communication requirements of the target job. For instance, an illiterate worker could not be considered for a foreman's job which required extensive record-keeping.

Despite the apparently successful training of employees selected through the informal selection process, SAI is not certain whether a more structured selection procedure might not be more effective and perhaps more productive. For instance, one of the preliminary findings of the Employee Research Study points up the fact that dissatisfied workers may be the most promising candidates for upgrading. Future study and experimentation in Phase II will test this proposition.

In some organizations, the employer (or the union) insisted on making the full selection of trainees. A major example of pre-selection of trainees occurred in a system of HIT programs which SAI developed and implemented for the New York City Hospital System in conjunction with one union. This program differed from SAI's other programs in that the trainees had received their wage increments and new, though unofficial, titles some six months to two years prior to SAI's involvement. The New York City Hospital System and the union contended that employees who had been involved in this promotion were placed there on the basis of friendships and affiliations within another union, and that little or no consideration had been given to their merit or potential skills.

However, this information did not deter SAI from undertaking the program. As a result of 21 HIT programs in as many hospitals, it appears that — despite the reportedly biased selection process — most of the approximately 300 trainees have become proficient in their jobs. This observation has been affirmed by reports from the various hospital housekeeping departments, from reports of the Commissioner of Hospitals for the City of New York, and reports from the union with which SAI worked. The effects of the HIT programs have been so significant, in fact, that SAI has been asked to conduct other manpower development programs within the New York City Hospital System during Phase II.

Unfreezing Supervisors' Attitudes

SAI views the JTA phase as a most critical one, because this is the period when the trainer first enmeshes himself in the political, productive and social dynamics of the organization. He becomes the filter into which a great deal of information flows and must be sifted before being fed back to the trainees.

During this initial familiarization process, supervisors are co-opted into the program by the trainer. Some supervisors are very willing to cooperate because they can foresee the benefits to the department and the organization. Others are antagonistic, however, and regard the program as a subtle criticism of their own abilities to instruct or supervise. The trainer must try to identify potentially antagonistic supervisors because they can greatly hinder a program. (Figure 5.5 lists some of the negative responses of supervisors when they are told about the forthcoming HIT program.)

The trainer, in an attempt to win over each supervisor, tries to:

- build up the supervisor's confidence during personal interviews and meetings
- enlist the supervisor by drawing on his expertise in developing curriculum
- schedule the supervisor as instructor for several class sessions
- persuade supervisors that better qualified subordinates enhance their own opportunities for promotion.

SUMMARY

The HIT curriculum is developed by the individual trainer according to SAI's three-pronged training approach: skill development, human relations development and personal development. The trainer conducts a formal Job Task Analysis in the plant, and gathers detailed information regarding the duties and functions of the target job, and information about the organization and its operations. To this data, he adds a series of standard curriculum components called HIT "constants," which are designed to increase the human relations skills and personal development of the trainees. He then prepares a topical outline of the 20-session course for management approval.

Selection procedures take place during the JTA phase. Preliminary screening of employees is done by the employer, supervisors, and the union, and final selection is done by the trainer on the basis of personal interviews.

Figure 5.5

NEGATIVE RESPONSES OF PLANT SUPERVISORS
TO SCHEDULED HIT PROGRAMS

Selection	"don't have any workers that are capable of being upgraded"
	"none of my workers are interested in training"
Production	"can't spare workers for training"
	"the class would undermine the other workers"
	"the class would interrupt production"
Training Equipment	"have no spare equipment on which to train"
Trainer	"SAI trainer could not possibly learn the operation and necessary skills to teach the class"
Skill Instruction	"have no time to give to the class"
	"can't waste my time"
Misinformation	"couldn't possibly train a competent (target job) in only 40 hours"

CHAPTER 6 - IMPLEMENTING THE HIT PROGRAM

After the development of the training curriculum and the selection of trainees, the trainer is ready to begin the High Intensity Training program. And "high intensity" it must be, since the trainer must win the confidence of each trainee, teach him new skills, improve his interperpersonal relationships with superiors, subordinates, co-workers and peers, raise his level of aspiration, increase his self-confidence and self-esteem, motivate him, alter his perceptions toward management, and unfreeze management's attitudes toward him — all in forty hours of training. (Figure 6.1 illustrates some of the elements which run concurrently in a HIT program.)

This chapter discusses the techniques utilized by SAI trainers in fulfilling the objectives set forth above. It also reports problems encountered by trainers while implementing HIT programs, outlines the supportive services furnished by SAI, and concludes with a discussion of experiences in the field.

WINNING THE WORKER'S CONFIDENCE

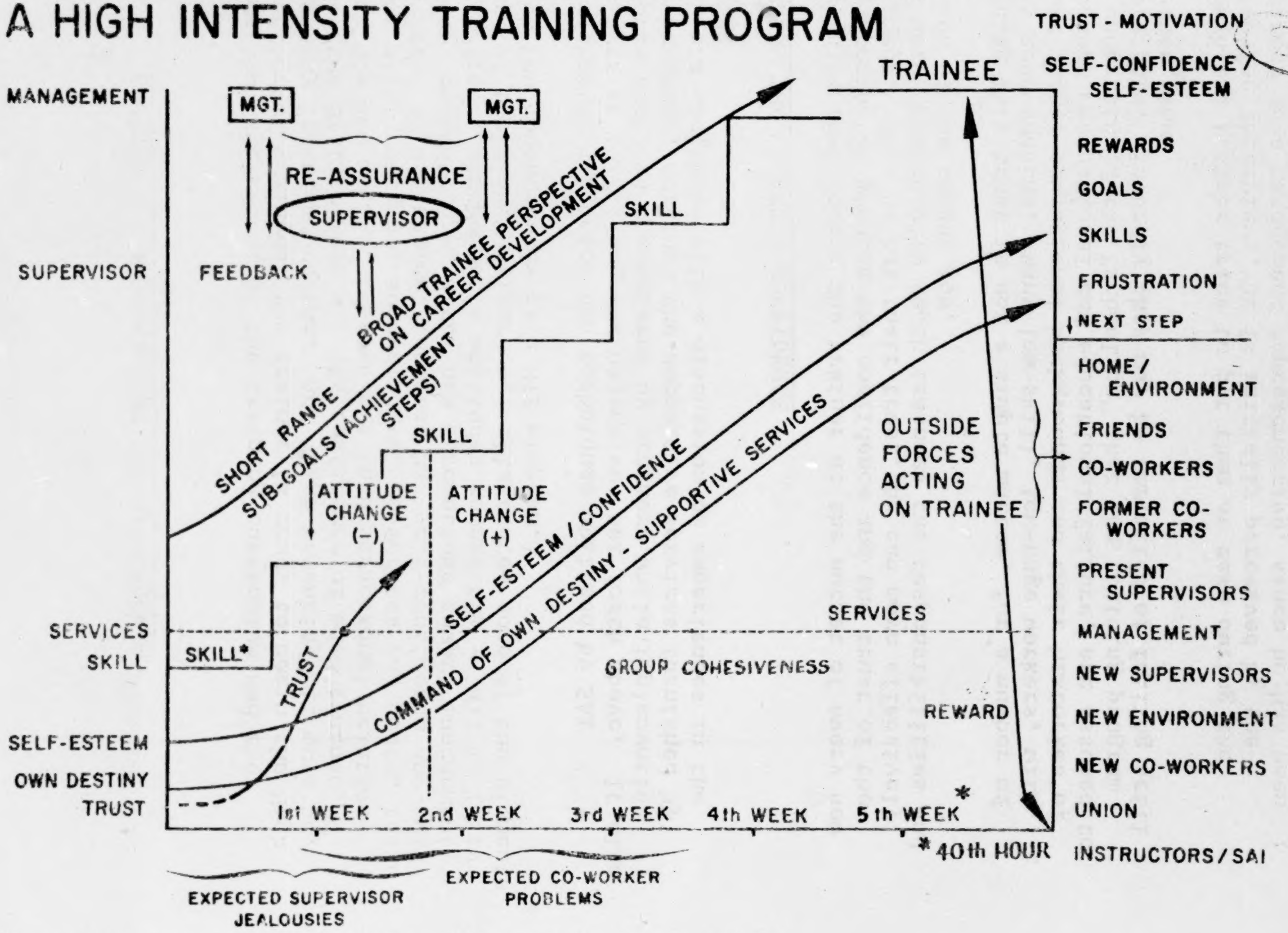
The major task facing the trainer at the outset of every new HIT program is winning the confidence and the trust of the trainees. Once he has their trust, he can more effectively and more meaningfully teach trainees the responsibilities and duties of the target job.

Winning this trust is not a simple matter, for a number of very good reasons. Many low-skill, low-wage workers, with their meager educational backgrounds and their histories of frequent occupational and educational failure, are assumed to be uncertain of the "schooling" that the training program represents. Inwardly they may be terrified of failing still another time.

Though the trainer tries to put them at ease during the selection interviews, he is initially perceived by the trainees as a management representative, since he has been seen in the plant during the Job Task Analysis phase in the

Figure 6.1

ELEMENTS RUNNING CONCURRENTLY IN A HIGH INTENSITY TRAINING PROGRAM


TRUST - MOTIVATION
TRAINEE
SELF-CONFIDENCE / SELF-ESTEEM
MANAGEMENT
MGT.
MGT.
RE-ASSURANCE
SUPERVISOR
SUPERVISOR
FEEDBACK
BROAD TRAINEE PERSPECTIVE ON CAREER DEVELOPMENT
SKILL
SHORT RANGE SUB-GOALS (ACHIEVEMENT STEPS)
SKILL
ATTITUDE CHANGE (–)
ATTITUDE CHANGE (+)
SELF-ESTEEM / CONFIDENCE
COMMAND OF OWN DESTINY - SUPPORTIVE SERVICES
TRUST
SERVICES
SKILL
SKILL*
SERVICES
GROUP COHESIVENESS
REWARD
SELF-ESTEEM
OWN DESTINY
TRUST
1st WEEK
2nd WEEK
3rd WEEK
4th WEEK
5th WEEK
*
* 40th HOUR
EXPECTED SUPERVISOR JEALOUSIES
EXPECTED CO-WORKER PROBLEMS
OUTSIDE FORCES ACTING ON TRAINEE
REWARDS
GOALS
SKILLS
FRUSTRATION
NEXT STEP
HOME / ENVIRONMENT
FRIENDS
CO-WORKERS
FORMER CO-WORKERS
PRESENT SUPERVISORS
MANAGEMENT
NEW SUPERVISORS
NEW ENVIRONMENT
NEW CO-WORKERS
UNION
INSTRUCTORS / SAI

*Skill refers to total High Intensity Training Package (includes subjects designed to build self-esteem as well as the skill and confidence levels of the trainee)

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company of supervisory and management personnel. The trainer's clothing and appearance seem to identify him (or her) as a "professional" — a member of the "upper class" — and therefore not to be trusted. This assessment applies to every trainer — Negro, Puerto Rican, or white.

It is not uncommon to find that the trainees are suspicious of management's motives in scheduling the training program; they are cynical because of unmet promises in the past, promotions that never materialized and wage increases that never were given.

Some trainees may have entered the program because of curiosity, or the chance to sit for two hours during the work day, or for the opportunity of earning overtime pay. Others are there because of a true desire to learn a skill which will enable them to move further up the occupational ladder and earn more money.

How does one win the confidence of such a group? According to the SAI approach, the first step is to develop the trainee's ego; to give him a feeling of self-esteem and self-worth, of status, prestige, respect and accomplishment. If trainees could experience such feelings early in the program, SAI theorized, they would look forward to subsequent training sessions as the source of additional satisfactions.

The trainer carefully develops the HIT program in accordance with this theory, starting with the selection of the training facility. The trainer asks for, and generally receives, "front-office" facilities in which to hold class. HIT

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[1] In a study of the social structure of American communities which examined the perceptions of the various social classes toward their social environment, it was found that the lower-lower group does not differentiate classes above the lower-middle class. All persons above the lower-middle class are lumped together as "society" or the "folks with money" — they appear to be "way-high-ups" to the lower-lower class person. (See Davis, A., Gardner, B. B., and Gardner, M. R., Deep South: A Social Anthropological Study of Caste and Class, University of Chicago Press, Chicago, 1941.)

classrooms have ranged from the faculty dining-room at a major New York medical center, to the engineering library of a large manufacturing firm, to the conference room of a small plastics firm. In most cases, low-wage workers have never set foot in the executive quarters of their organizations, and some trainees may be somewhat awed by their new "status." They begin to feel that this time management may truly be interested in their personal growth.

Similarly, the refreshments that are provided by management to the trainees during the class sessions (in fulfillment of a clause in the Training Agreement) tend to reinforce the trainees' belief that the company is really interested in their welfare. In the medical center referred to above, dishwasher-trainees were served by red-jacketed waiters in the faculty dining room — a totally disarming and impressive experience for workers who had been confined to the lowest stations in the hospital kitchen.[2]

Refreshments provided by employers have ranged from coffee-and-cake, to hot-soup-and-sandwich, to a choice of dinner in the company cafeteria. The refreshments serve a physiological need as well as a psychological one, since they provide a physical boost to the trainees who generally have the most tiring and tedious jobs in the organization.

OPENING SESSION

The first class session is rather formal in nature. Top management and supervisors are present, along with union officials and representatives of SAI. There are welcoming speeches from each of the above groups; trainees are told why they have been selected for training to higher-skill jobs, and encouraged to take advantage of the opportunities afforded them by the training program. Management announces that promotions to higher-ranked target jobs and accompanying (specified) wage increases will be given at graduation to all trainees who successfully complete the program.

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[2] It is interesting to note that in the classical Hawthorne studies, special attention to workers tended to affect the results. SAI has found that, from a motivational standpoint, special attention in a learning situation does produce very positive results.

Since the program is scheduled to end just five weeks from the opening session, most trainees are motivated at this point to complete it — much as they might be motivated to withstand pain if the goal and the accompanying rewards were inviting enough. In this case, graduation is the goal and the new, higher-ranked job title and wage increment are the rewards.

A number of surveys have shown that there are other, more potent, employee motivators than money. However, such surveys have generally been conducted among executives, managers, and supervisors — higher-ranking employees who have already achieved the first several stages of Maslow's need-hierarchy model.[3] Because the low-skill worker is still fighting desperately to satisfy his basic physiological needs, his needs for safety and security, SAI recognized that increased wages can be an extremely important and effective motivating tool. For this reason, SAI insists that the wage increase (the "extrinsic" reward) and the higher job title (the "intrinsic" reward) be given in the first pay period following graduation, and not at the end of a three-month or six-month "evaluation" period which many employers request.

The change in job title tends to reinforce the trainee's belief in his own worth, and gives him the immediate status which he needs to carry on his new role in the plant environment. SAI finds that unofficial titles carry with them only quasi responsibilities. The new job titles are designed to give trainees definitive responsibilities, which both management and other workers will fully comprehend and recognize.

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[3] Maslow formulated the theory that man's needs can be seen as five levels in a pyramid. The first level consists of his physiological needs (food, drink, shelter and the like) which must be filfilled if life is to continue. The second level is safety — safety against danger, threat, or deprivation. The third level is his social needs — needs for belonging, for protection, and for love. The fourth level is man's egoistic needs -- needs for self-esteem, for status, and for prestige. The fifth need is for self-fulfillment. According to the theory, as soon as each need is adequately satisfied, it ceases to motivate the individual, who focuses his efforts on fulfilling the next higher need, until he reaches the pinnacle of the pyramid.

A prime example of the importance of the new job title was seen in Company A, where, prior to the training program, several trainees had filled in as assistant foremen when their supervisors were absent. After assuming their new titles at the completion of training, however, the trainees noted the vast difference in respect which they now received from other employees. They commented that they even "felt" differently when giving orders and supervising the work of others.

With the provisions of a wage increment and a higher-ranked job assured to trainees who completed the program, the trainer has provided himself with a group of workers who are fairly determined to "stick it out," despite — if not because of — the program.[4] The trainer's problem at this point is to get trainees to participate in the class and to alter their behavior and their perceptions despite a possible or professed indifference.

EGO DEVELOPMENT

As early as possible in the program, the trainer begins to play up the individual strengths that he has detected in the trainees. He begins to give them small tasks which directly relate to the target job and which he knows they can easily achieve. In addition, he begins to give them a greater awareness of each other's strengths and abilities, and points up ways in which each member of the training group can capitalize and rely on the abilities of the others. He continually reinforces the trainees' positive behavior and performance, and is very careful in his treatment of negative performance.

The trainees begin to know and better understand each member of the class, and as they begin to recognize that they share common goals and objectives, a cohesiveness tends to take shape which has a strong and positive effect during the initial stages of the training process. This cohesiveness also tends to satisfy the third level of the need-hierarchy concept: man's social needs.

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[4] The problems of "disappearing trainees" faced by other manpower programs are minimal in HIT programs because the programs are directed at employed adults who have already developed some habits of daily work attendance in order to earn a weekly wage. Thus, the major screening device has already taken place prior to the selection process in the organization.

The SAI trainer recognizes that the working adult in his class will be more effective if he or she can immediately "try on" or demonstrate some of the skills which are being taught. The technique of role-playing is used to give the trainee a chance to demonstrate his newly developed skills before the rest of the group. SAI has found that role-playing is a most effective teaching technique for low-skill workers because it permits the individual to express himself verbally in front of a group that shares the same objectives. No one is ridiculed or harshly criticized for his performance.

The trainer uses role-playing in a number of different areas of the HIT program, such as in human relations training, perception and communications development. Role-playing is a major tool for teaching potential supervisors how to instruct and give orders to new subordinates.

While all of the adults in the training program share a common goal — promotion to the new job — there may be individual ambitions in the group which, if properly tapped, can provide even stronger motivation to the individual than does the target job. For instance, some of the trainees begin to realize that their ability to learn is far from over, and they become much more determined to achieve higher educational and occupational status.

One of the dangers of any program is raising the worker's level of aspiration beyond his abilities. The trainer keeps

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[5] Role-playing was originally developed in the psychiatric field by Moreno and has been widely described as an effective technique in attitude change. In 1957, J.H. Mann summarized experimental studies into the effects of role-playing, which suggest that more has been expected from the technique than evidence indicates it can deliver. SAI, however, has had positive and dramatic results with the technique at the low-skill level, and will continue to use it during Phase II.

this factor in mind when he seeks to motivate trainees to look beyond the initial training program, and think in terms of searching for alternative programs and courses of action in the near future.

The SAI trainer continually evaluates each trainee's progress and keeps the supervisors informed. Supervisors are asked to reinforce the technical information presented in class. On-the-job reinforcement serves to further motivate the employee.

LEARNING AND MOTIVATING

In implementing HIT programs, the trainer utilizes a number of relevant learning principles.

Participative Approach

One basic principle which underlies all HIT programs is the participative approach to learning. In order to make possible the meaningful participation of all trainees, class size is limited to 15 employees, with 8 to 12 employees as the optimal size. Small groups tend to alter their behavior more responsively when they participate in the learning process and are able to share their thoughts with other workers in the organizational setting.

To encourage active participation, the classrooms are set up so that all of the trainees and the trainer can sit around a conference-type table. Rooms should be well-lit and well-ventilated in order to provide a comfortable training environment.

The SAI trainer makes a concerted effort from the very beginning of the program to involve the trainees in every aspect of the program. Participative learning tends to be a geometric function, as it increases over time.

The trainer attempts to draw from the group enough sets of experiences and feelings about themselves, their organization, and other employees so as to guide him in the handling of the training process.

One of the techniques for obtaining group participation early in the program is to let the class hold a "gripe session." Ask any group of employees what they like or don't like about their organization or the people they work for and in short order everyone will begin to open up — even those who have been reluctant to say much before the group. Each trainee soon recognizes that his problems are not very different from the problems of others in the group, and all of the trainees soon begin to feel more freedom in expressing their ideas on other subjects. This session also gives the trainer a practical base from which to begin breaking down the negative perceptions of trainees toward their supervisors.

The trainer's job is made much easier if he receives feedback at every session. This enables him to determine the worker's progress and, if necessary, to change the pace and content of the curriculum.

The frequency and quality of communications within the HIT group has an important influence on the effectiveness of learning. Although informal leaders usually arise during the in-plant sessions, it is the trainer's role to encourage a total network of communications among the group. When there is a total network of communications (which signifies full participation) there tends to be a higher level of satisfaction for all of the trainees. Full participation also facilitates the handling of ambiguous and unpredictable situations.

Trainee Manuals and Homework Assignments

Trainees are presented with hard-cover, loose-leaf training manuals on the first day of class, with material covering the first two sessions already inserted. From that point on, additional loose-leaf materials are distributed on a daily basis. (Appendix C presents the highlights of the training manual curriculum.) SAI believes that if trainees were to receive a complete training manual (which may be some two inches thick) at the start of the program, they might be overwhelmed and discouraged at the very outset.

The trainer covers all of the material included in the manual during the course of the program. The manuals serve as both reminders and source books for the trainees during the program and even after they have assumed their new jobs.

SAI has found that the manuals, which are brought to class each day, become proud possessions of the trainees. They tend to become status symbols, particularly in the hospital setting where doctors, nurses, and administrative personnel are generally the only ones who carry clipboards or loose-leaf books to and from meetings.

SAI believes that the training manual has great significance — even for individuals with poor reading skills. Contrary to SAI's earlier assumptions, many trainees take the manuals home in the evenings and involve their families in their studies. The trainees have reported the pleasure they derive from sitting beside their children at night and doing "homework" with them. The manuals serve to enhance their status and prestige within their families and serve as a symbol and a source of encouragement to their children.

One of SAI's trainers makes it a point to assign to each of the trainees a "research" paper which is brought to class prior to graduation day. Each trainee selects a subject which he feels is most important to him. In those cases where trainees have little or no writing experience, they usually prepare some notes with the aid of family members, and make an oral presentation to the class. Many of the trainees have taken topics from the curriculum to write about such as money management or continuing education — subjects which the low-wage, low-skill worker finds relevant to his immediate needs.

Flexibility

The HIT program is designed to adjust to the needs of the trainees and the needs of the organization. The training manual is deliberately kept as a viable, flexible instrument which can be changed, along with the curriculum, to meet specific needs and problems which may emerge.

Each training class is unique and becomes an interesting case study, from the standpoint of both the individuals and the organizational environment. Each trainer tends to interact differently with each new group. Thus, the scheduling and integration of the technical material with the human relations and the personal development materials may change from program to program, and is very much contingent upon the way in which trainees accept and feed back information, and upon specific group needs which may emerge.

Most HIT programs are composed of two-hour sessions, which are given four days a week over a five-week period — for a total of forty hours. If, in developing the curriculum, the trainer thinks that more or less time is needed to cover the required material, he adjusts the program length accordingly. For instance, a HIT program for medical terminology and medical coding (which is described later in this chapter) required 72 hours of training.

Class sessions are generally divided in half by a 15-minute coffee break. The trainer may devote the first half of the session to personal development, human relations or problem-solving, and the second half to skill training, which often requires demonstration or practice on the production floor. Or, the training sequence may be reversed, depending upon the needs of the trainees, scheduling, or production problems. The trainer may devote the full class session to one particular subject, too, depending upon the needs of the class.

SKILL TRAINING

In developing the technical aspects of the High Intensity Training curriculum, the trainer seeks to include only those functions of the job which are relevant to the new position. During the Job Task Analysis phase, the trainer determines through observation and interview the skill needs of the target job. Whenever possible, he utilizes supervisors or skilled operators to teach or demonstrate the necessary skills. The skill portion of the training program utilizes both demonstration and practice on the job.

A combination of visual aids — including blackboards, viewgraphs and flash cards - help the trainee to better understand the technical subject matter. Whenever possible, sections or pieces of equipment are taken apart and reassembled in the classroom in order to give the trainees a better understanding of the equipment. Following classroom instruction, the trainees are brought into the production area where the skill instructor, who is generally a skilled company employee, instructs the group in the operation of the equipment. The SAI trainer, who has developed the lesson plan with the skill instructor, acts as a catalytic agent during the demonstration phase. If he feels that the instructor is going too far afield in his presentation, the trainer draws him back into the framework of the day's session. However, flexibility is provided for the instructor to move in whatever direction the trainees themselves feel is relevant to their immediate needs.

When a skill instructor is not available from within the organization, the SAI trainer secures the permission of management to bring in outside technical assistance. In a few cases, however, employers were unwilling to permit outside technical experts to participate in the program on the grounds that the equipment and processes of their organizations were closely guarded company secrets.

In all areas of skill training, trainers try to teach the most advanced skill techniques available. When designing the curriculum for housekeeping team leader in the hospital industry, for instance, the SAI trainers did a great deal of research into the latest maintenance equipment and techniques, such as mops, vacuums and buffing equipment, and methods for cleaning floors, walls, and other areas within the hospital. Skill training took place in both the classroom and the work areas, and the class was able to put it to practical use while on the job each day.

Although the hospital environments varied from institution to institution, there were similarities in housekeeping and maintenance practices which the trainers found transferable for programming. In some areas, however, the trainer was faced with a conflict as to the appropriate methods to be taught.

For example, many of the New York City hospitals were inadequately supplied with soaps, detergents, mops, and buffing equipment. In addition, they were poorly equipped to meet some of the most basic housekeeping needs. The SAI trainer was confronted with a problem: should he instruct his trainees in the proper and most modern way of maintaining the floors and corridors of the hospital, or should he modify his instruction to meet the realities of the materials available to the housekeeping department in the specific location. The trainer decided that in the best interests of both the hospital and the housekeeping department, he should maximize the forty hours of training by instructing the trainees both in the latest maintenance techniques and in the techniques he would have to use. The decision was based on the conviction that the trainees should be prepared to utilize the latest techniques when the institution was able to order new equipment and supplies; and yet they had to learn to operate effectively within the confines of their present situation. The trainees were not confused by this approach as the trainer advised them that more modern equipment would undoubtedly be ordered when budgetary restrictions were eased.

PROBLEM SOLVING

Programmed into every HIT program are a series of situations which require the trainee to solve problems and make decisions, recognizing alternate courses of action. The major objective of these exercises is to encourage the low-skill worker to think about the many alternative courses of action which exist, instead of limiting himself by a mental "set" that may be inappropriate to the problem and from which it may be difficult to free himself.

Many low-skill workers tend to develop a specific attitude or approach to problems due to the routine nature of their jobs.[6] Some workers seldom have an opportunity to draw upon different kinds of information in order to solve problems. The SAI trainer provides the trainees with practice in problem-solving by including in the curriculum problems which relate to the work situation and which have transfer value in later problem-solving on the job.

Problem-solving is not confined to the technical skill areas. It includes some of the human relations problems that effect many trainees during the training process. (Figure 6.2 depicts some of these problems.) The trainees are told to expect co-worker jealousies, and methods of handling these jealousies are discussed in the class. Sometimes difficult

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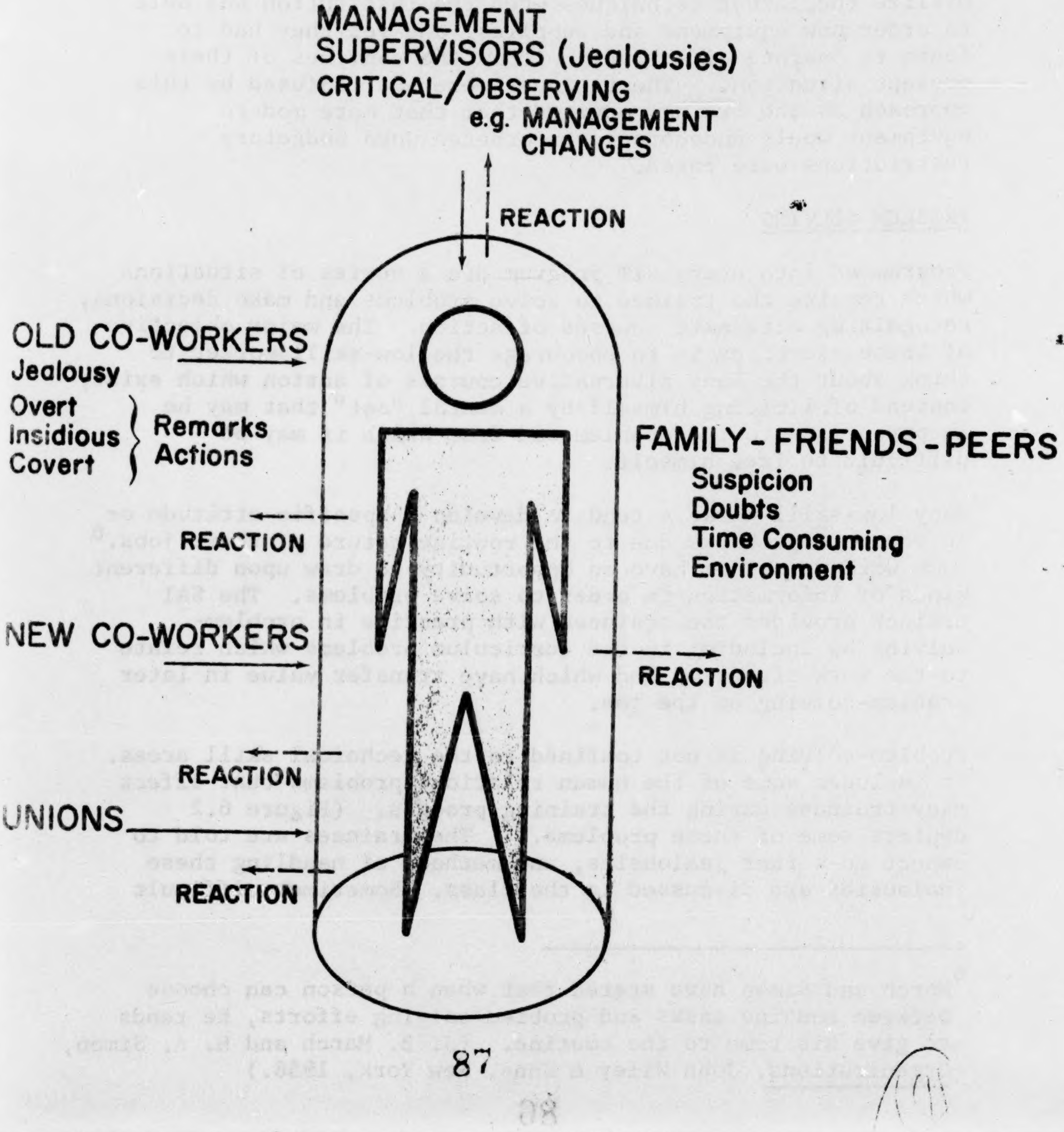
[6] March and Simon have stated that when a person can choose between routine tasks and problem-solving efforts, he tends to give his time to the routine. (J. B. March and H. A. Simon, Organizations, John Wiley & Sons, New York, 1958.)

Figure 6.2

FACTORS WHICH CAN AFFECT THE TRAINING PROGRAM

EXTERNAL and INTERNAL FORCES ACTING ON THE TRAINEE


MANAGEMENT
SUPERVISORS (Jealousies)
CRITICAL/OBSERVING
e.g. MANAGEMENT CHANGES
REACTION
OLD CO-WORKERS
Jealousy
Overt
Insidious
Covert
Remarks
Actions
REACTION
FAMILY - FRIENDS - PEERS
Suspicion
Doubts
Time Consuming
Environment
NEW CO-WORKERS
REACTION
REACTION
UNIONS
REACTION

situations arise as a result of supervisors' jealousies. When feasible, the trainer tries to anticipate and alleviate such problems. In the long run, however, it is the trainee who must deal with his supervisor on a day-to-day basis, and so he must be fully prepared to handle any negative behavior that he encounters. Discussing such problems with the other trainees helps all of them to deal with similar situations.

Former trainees sometimes find themselves faced with problems which the training program did not discuss. For instance, a recent note from a HIT-trained housekeeping team leader asked for advice on handling, as he put it, an "alcoholic psychopath." While the trainee should normally have turned to his supervisor for assistance, apparently the supervisor's poor human relations skill precluded the trainee from choosing this alternative. The SAI trainer sent him relevant literature, but this problem should have been handled more directly within the hospital setting.

UNFREEZING OF ATTITUDES

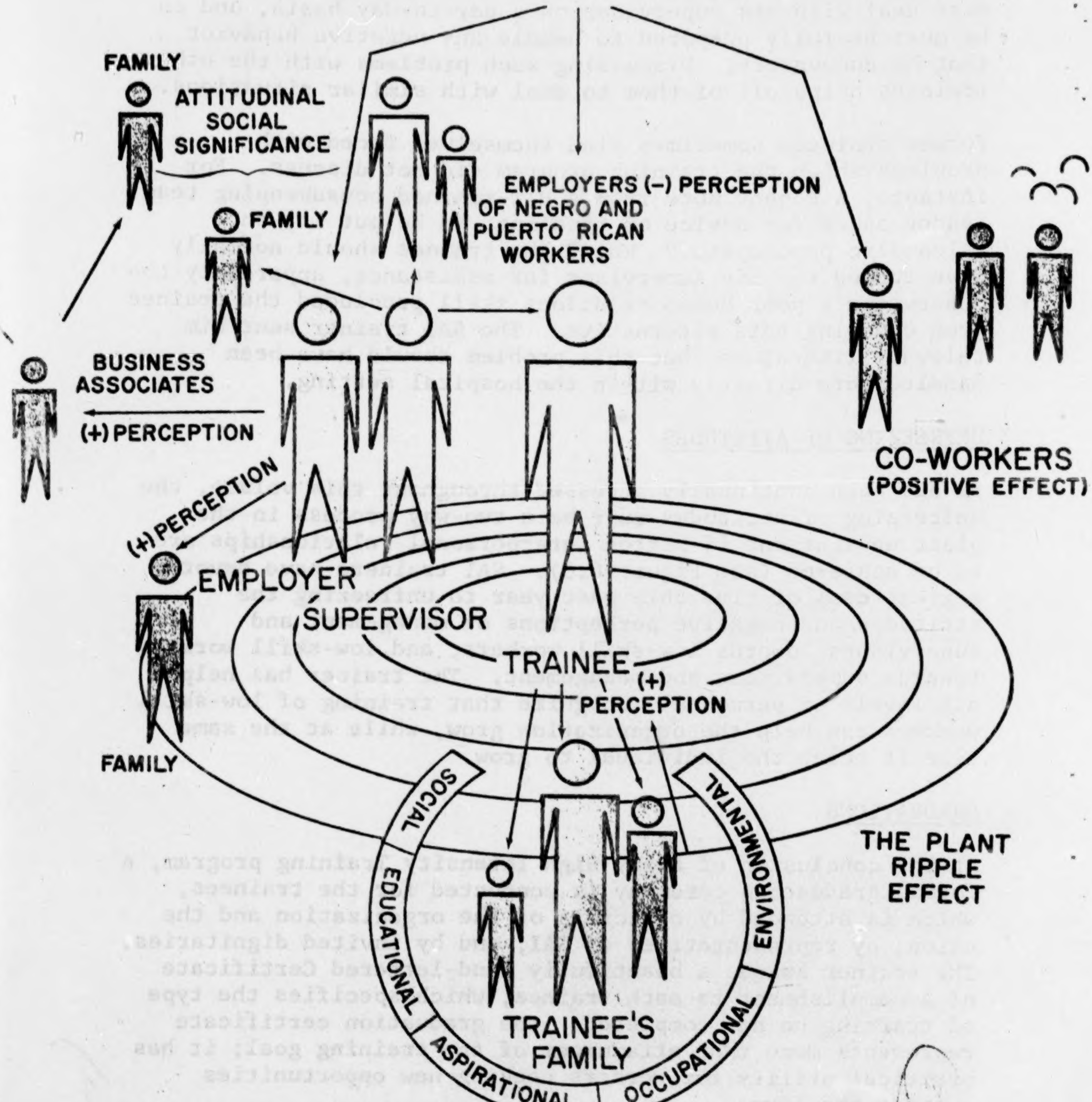
As has been continually stressed throughout this volume, the unfreezing of attitudes must be a two-way process in the plant environment if better interpersonal relationships are to be achieved (see Figure 6.3). SAI trainers have devoted a great deal of time this past year to unfreezing the attitudes and negative perceptions of management and supervisors towards low-skill workers, and low-skill workers towards supervisors and management. The trainer has helped all levels of personnel recognize that training of low-skill workers can help the organization grow, while at the same time it helps the individual to grow.

GRADUATIONS

At the conclusion of every High Intensity Training program, a formal graduation ceremony is conducted for the trainees, which is attended by officials of the organization and the union, by representatives of SAI, and by invited dignitaries. The trainer awards a beautifully hand-lettered Certificate of Accomplishment to each trainee, which specifies the type of training he has completed. The graduation certificate represents more than attainment of the training goal; it has practical utility for workers seeking new opportunities outside the firm.

Figure 6.3

UNFREEZING OF ATTITUDES
THROUGH HIGH INTENSITY TRAINING


FAMILY
ATTITUDINAL
SOCIAL
SIGNIFICANCE
EMPLOYERS (–) PERCEPTION
OF NEGRO AND
PUERTO RICAN
WORKERS
FAMILY
BUSINESS
ASSOCIATES
(+) PERCEPTION
(+) PERCEPTION
EMPLOYER
SUPERVISOR
TRAINEE
(+)
PERCEPTION
FAMILY
CO-WORKERS
(POSITIVE EFFECT)
THE PLANT
RIPPLE
EFFECT
SOCIAL
EDUCATIONAL
ASPIRATIONAL
OCCUPATIONAL
ENVIRONMENTAL
TRAINEE'S
FAMILY

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Since many of the trainees have never before completed formal schooling of any kind, the graduation ceremony becomes an important milestone in their lives. Their families and friends are invited to attend. SAI is firmly convinced of the value and the significance of having a child see his parent graduated and honored as a direct result of study, hard work, and diligence. The graduation ceremony becomes a linking pin to the trainees' external environment. Hopefully, it will help to motivate the trainees' guests to seek new alternatives and opportunities for advancement.

At the graduation, the guest speakers offer congratulations to the trainees for their rapid achievement, and encourage them to aim higher than the job for which they were trained. Top management fulfills its earlier commitment to the trainees by announcing their promotions to new salaries and to new jobs, effective at once.

Most employers cooperate very fully in the "staging" of the graduation, which is held in the best facility the organization has to offer. A reception and buffet for the trainees and their guests usually follows.

An interesting sidelight of the graduation ceremony is that it enables management to see their low-wage employees in a totally new light. Management has only seen these employees — if they do, indeed, see them — dressed in work clothes, sweeping floors, or assembling materials. At graduation, however, management sees these workers in clean and well-pressed suits and dresses, accompanied by husbands, wives, and children. Suddenly the trainees appear to be "real" individuals, with families and homes, and feelings, and hopes. At one of the earliest graduations of housekeeping team leaders in the City Department of Hospitals, a department head said, "I didn't know we had these kinds of people." He then recommended that some of "these people" be placed in even higher positions than those for which they had just been trained. It was obvious that this manager, along with many other managers with whom SAI has been in contact, had not looked clearly at his own work force. These were the very same people who, three hours before graduation, were dressed in coveralls and were virtually non-existent to the many status-conscious people in the hospital environment.

Following the graduation of housekeeping team leaders at another City hospital, the chief housekeeper was motivated to improve the status of her group. She decided that, instead of the regulation gray uniforms they had previously worn, the housekeeping team leaders would wear white shirts with ties and gray pants, to distinguish them from the other housekeeping aides. The female housekeeping team leaders were given white uniforms to wear, instead of the gray uniforms which usually signify low-status in the hospital environment.

Visitors at every graduation ceremony have commented on the trainees' expressions of gratitude to all the people who helped them attain their new positions. It is quite touching to see — as SAI has seen — a 40- or 45-year-old man with a sixth grade education suddenly aware that he is being recognized by many people for his real as well as his potential merits.

The trainees express their gratitude in many ways. One way is through the selection of one or two of their group to formally thank the trainer and the employer at the graduation ceremony. Another way is through letters of appreciation which have been sent to SAI and to other personnel connected with the training program. Still another way has been through the group presentation of a small gift to the SAI trainer in gratitude and appreciation of his efforts in their behalf.

PROBLEM AREAS

A number of problems occurred during implementation of the High Intensity Training programs. Many of these problems were anticipated and SAI was prepared to deal with them. Others required careful analysis and innovative approaches in order to be resolved.

Language Problems

In nearly every HIT program, some problem emerged which related to the language abilities of the trainees. Most of the SAI trainers spoke Spanish, but this did not eliminate the difficulties of instructing Spanish-speaking trainees who were proficient in neither Spanish nor English.

At the request of one hospital, SAI developed an English Language Proficiency program (ELP) for a heterogeneous group of Spanish-speaking employees who were experiencing difficulties in communicating with the rest of the hospital staff. The class was composed of six Puerto Ricans: three men and three women. Of the six, three had an excellent command of Spanish and little command of English, while the other three were deficient in both languages. In an effort to motivate the group to learn as much as possible in the short period of time allotted to the program (one-and-a-half hour sessions twice a week, for seven weeks), the curriculum was based on occupational and familial vocabulary. The overwhelming success of the program — despite the disparity in educational attainment of the trainees — was attested to by the administrator of the hospital.

In a program for housekeeping team leaders in another hospital, however, the administrator objected to the incorporation of an eight-hour Literacy Program into the training curriculum which would outline key words the trainees could expect to encounter in the upgrading program. The administrator felt so strongly about it that he cancelled the program, stating that it was "impossible" for the trainees to learn English so quickly, and that "literacy is irrelevant to keeping the hospital clean."

In several HIT programs in plastics organizations, SAI printed sections of the training manual in Spanish. This was helpful to a number of Spanish-speaking trainees, especially in the technical skill areas, such as machine maintenance. It also enabled Spanish-speaking trainees to take information home to their families on such subjects as money management, social security, medicaid and where to find various kinds of assistance.

In other programs, when the SAI trainer encountered words or phrases which he felt were difficult for the trainees to comprehend, he would assign dictionary homework to them so that they might begin to build an English-usage vocabulary. The words which trainees were most eager to look up were generally concerned with the personal development areas, which once again demonstrates the motivating value of such courses for trainees.

(4)

Scheduling Problems

Chapter 4 discussed the problems encountered by SAI in marketing HIT programs. In some instances, even though Training Agreements had already been signed, changes in scheduling had to be made. For example, many plastics organizations did not want the training program to coincide with their peak production season prior to Christmas. During the Christmas season, they were reluctant to permit the training programs to begin, because they could not yet anticipate their production demands for the coming year.

Scheduling problems also manifested themselves in many programs during the winter months when New York's heavy snowfall tied up public transportation facilities and caused cancellations of class sessions.

Many manufacturing organizations wanted programs to be conducted after the day shift was over, and were willing to pay their employees overtime rates to attend the early evening classes. The heavy demand for programs at the same time period during the day presented SAI with scheduling difficulties so far as trainers were concerned.

Several organizations had two-week shutdowns, which forced SAI to extend their HIT programs over a seven-week period. A program in Mount Vernon, New York, was delayed because of riots in the community which forced the plant to shut down early each day.

Racial Prejudice

SAI trainers encountered racial prejudice toward low-skill, low-wage, minority-group workers in a number of organizations. In one hospital, however, where the trainees were all Negro and Puerto Rican, white low-skill employees in the housekeeping department claimed prejudice in reverse. They were unhappy at not being selected for the program and threatened to file a complaint with the Equal Employment Opportunities Commission. However, both the SAI trainer and members of the personnel department of the hospital had fair and objective reasons for excluding these workers from the program. When they were presented with these reasons by their supervisors and by the department of personnel, the workers quickly dropped their complaints.

Co-Worker Jealousies

SAI had expected strong co-worker jealousies from non-trainees in every organization. Contrary to these early assumptions, however, co-worker jealousies did not prove to be a major problem. Preliminary research findings of the SAI Employee Research Study (see Volume III) offer some explanation. It appears that only co-workers who are socially close to the trainees know very much about the HIT program. Workers outside the friendship circle of the trainees know very little about it and therefore are somewhat indifferent to the program.

There have been some isolated cases where jealous co-workers have attempted to cause problems for trainees. However, the trainees discussed these problems during the classroom sessions, and together worked out solutions which apparently were effective, because any harrassments they faced soon ceased.

Industrial Secrecy

While most organizations were pleased to exchange information with each other regarding the HIT programs, SAI found that the extrusion sector of the plastics industry was very much afraid of industrial spying. Many extruders would not even consider participating in HIT programs because they did not want an outsider to walk into their plants. One employer did not voice this objection when he agreed to the program, because of his severe labor needs. However, he visited SAI a week before 13 of his trainees were to be graduated and demanded a "written guarantee" that SAI would not offer its services to other extruders. He claimed that the SAI trainer had been exposed to secret equipment and processes which he could unknowingly pass on to a competitive organization. The employer went so far as to threaten SAI that the trainees would not be graduated unless he had SAI's written assurance that SAI would not train in another extrusion plant. He was advised of the impossibility of compliance with this request and assured that the SAI trainer would respect the confidential nature of the organization and would not personally be scheduled to train in a similar organization. SAI also advised him that it would try to avoid marketing HIT programs to other extruders, but that it could not refuse to implement programs for other employers who were entitled to participate in government-sponsored programs. Because the employer was not satisfied with verbal assurances, it took a great deal of persuasion to induce him to allow the graduation to take place. Despite the employer's anger at that time, he has since asked SAI to implement another program in his plant.

Union Negotiations

Whenever union members are to be included in a training program, SAI contacts the union representatives to inform them of the proposed program. SAI has obtained union approval for all of its programs thus far.

A minor problem arose during initial negotiations for a HIT program for housekeeping team leaders in a voluntary hospital, when a communications breakdown occurred among hospital management, SAI, and the union. Although SAI had notified the main office of the union, the main office did not inform the local delegate in the area about the HIT program. Concurrently with the development of the SAI training program, a joint contract was signed by the union and the hospital which called for entry-level training in the housekeeping department under the guidance of another agency. The local union delegate, thinking that the SAI program was the latter program, wanted to cancel it at its inception because he had not been included in the selection process and in other planning activities. At a combined meeting of hospital, union, and SAI representatives, the misunderstanding became clear to all concerned, and the HIT program was able to start without further delay.

ENTRY LEVEL VACANCIES

One of the by-products that SAI had anticipated from its training programs for low-skill, low-wage workers was the hiring of unemployed people to fill entry-level vacancies which resulted from upgrading.

SAI's original proposition stated that upgrading would create a "suction effect", and that for each person upgraded to a higher position, an entry-level job vacancy would be created. However, SAI now realizes that a one-to-one upgrading/entry-level ratio is somewhat academic in the short range, but that entry-level jobs tend to be created and filled over a longer period of time. Follow-up interviews with participating organizations revealed that vacancies (at a two-to-one ratio) have resulted from HIT programs in manufacturing industries and have been filled over time. This has not been the case in hospitals, however, where one of the constraining factors has been the bureaucracy of administration and Civil Service.

SAI anticipates that HIT programs will have a broad impact, over time, on employment openings. For instance, the training of supervisory personnel, such as first-line foremen, assistant foremen, supervisors, assistant supervisors, team leaders, etc., creates a new level of supervisory expertise through which an organization can exercise a more effective span of control and hence open up second- or third-shift operations. The opening up of new operations should create a substantial number of employment vacancies at the entry level.

After completion of a HIT program, management is more prone to discuss methods and techniques for developing a more efficient division of labor within the plant.

During Phase II, SAI will encourage and assist employers to conduct "manpower audits," in which the main focus will be on restructuring job levels in order to create new j[illegible]s within the organization. As upgraded employees con[illegible]ue to climb the promotional ladders in their organizations, jobs at the lower levels will be vacated, thus providing upgrading opportunities for other low-skill personnel. In summary, SAI anticipates that new job vacancies will be created as a result of upgrading programs and will be filled by employers over time, rather than immediately following the initial upgrading program.

Thus far, SAI's experiences have shown that employers are somewhat reluctant to make commitments to fill the vacated positions immediately upon completion of the initial 40-hour upgrading program. They want a "settling-down" period in which to take a critical look at the organizational structure and examine the impact of the High Intensity Training program on that structure.

The following case histories discuss some of the ways in which the HIT program has affected new job vacancies.

Supervisory Training Programs

The largest training "package" undertaken by SAI during Phase I was in cooperation with the New York City Department of Hospitals and a large regional union. SAI agreed to train approximately 300 housekeeping aides in the housekeeping departments of the 21 municipal hospitals. As a result of a collective bargaining agreement, these employees had been promoted to the title of "Senior Housekeeping Aide" and given salary increments some six months to two years prior to SAI's appearance on the scene. The objective of the HIT programs was to improve the housekeeping skills of these workers and to prepare them for assuming the role of "working supervisor" or "team leader."

The HIT programs implemented by SAI for the municipal hospital system have elicited favorable responses from every level of the hospital system and from the union. One union official pointed out that:

> "An important consequence of SAI's contribution is the validation of the training concept as being applicable to low-income people. A new atmosphere of confidence and trust exists which will very likely lead to more entry-level positions, as the industry and the workers become more aware of the potentiality for upward mobility."

An immediate result of the HIT programs will be the selection of a number of trainees to fill existing openings as provisional housekeepers in some of the larger hospitals. In addition, final approval is imminent from Civil Service permitting graduates of SAI training programs to compete in Civil Service exams for the position of housekeeper.

In essence, what was done for the City and the union in this series of training programs was to qualify workers, who had already been promoted, for their new roles as working supervisors. Successful completion of the HIT program was a requisite to retaining the promotion.

In addition to the 21 municipal hospital supervisory programs, SAI conducted supervisory training programs (i.e., assistant foremen, foremen, supervisors, assistant supervisors) in private hospitals, in plastics companies, and in electrical manufacturing companies. In the majority of these programs, the SAI representative was influential in assisting management to diagnose the job needs of the organization in order to select an appropriate target job for which to train. For example, SAI trained assembly-line workers to be assistant foremen in a plastics company which had a high rate of turnover plus seasonal employment patterns. The trainees were to retain the title of assistant foremen and the stipulated wage increase during the entire year, but were to perform as supervisors only at peak production periods. A clause added to the union contract permitted them to retain their seniority rights, as well, when they returned to production.

The executive vice-president of this organization recently reported that the SAI-trained assistant foremen are doing very well; that their morale is high, they are effective in their jobs, and they are helping the company to meet its production goals. He added that the nature of the product line had changed in the past year and that the company was able to hire additional entry-level workers and open up new assembly lines because it had the additional supervisory capability of the SAI trainees. As a result, the trainees were put into permanent supervisory positions, rather than the seasonal supervisory positions originally agreed upon. He also expressed interest in an SAI-implemented orientation program for all employees in the firm, and commented that in-plant training programs apparently create a more sophisticated labor force, which can result in better production and new job possibilities over the long run.

Multi-Skill Programs

Another category of programs undertaken by SAI was the multi-skill training of workers in hospital and restaurant kitchens. In both industries, which employ large numbers of minority-group workers, SAI was able to show management that by training workers to perform a number of different kitchen skills, they create a back-up team capable of filling labor gaps which occur because of absenteeism or turnover. This "flying squad" also serves as a pool from which management can draw personnel during peak periods and when permanent openings arise. While multi-skill programs do not create immediate job vacancies at the entry level, such openings will occur over time.

Job Restructuring

Still another category of SAI training programs developed as a result of job restructuring. For example, when a large private hospital planned to hire 45 clerks to staff a new wing, they requested SAI to train approximately 30 of their experienced ward clerks for positions as senior ward secretaries. The hospital had heard about SAI as a result of SAI's program for senior ward secretaries conducted in a neighboring private hospital.

In the latter instance, it was the SAI trainer who had suggested the restructuring of the work of ward secretaries so that they could assume some of the routine responsibilities of the nursing staff. While the newly created job category did not directly open up job vacancies, it enabled both hospitals to better utilize existing manpower.

In two other cases, HIT programs prepared workers for upgrading to new positions in anticipation of a restructuring of departments. For example, all of the medical clerks in the entire section of the medical records department of a large City hospital were trained in medical terminology and medical coding in preparation for the subsequent changeover to a computer system. In a large plastics company on Long Island, 16 lead men were upgraded to positions as supervisors and assistant supervisors, preparatory to plant expansion. In time, each new supervisor will have his vacated lead job filled by another upgraded worker.

SUPPORT PROGRAMS

Leadership Conferences

As a natural outgrowth of its upgrading training programs, SAI considered leadership training to be the next logical step for trainees. It was thought that as trainees developed new skills and a measure of personal pride in achieving higher job levels and increased wages, energies formerly devoted to the immediacy of everyday living could be channeled towards action on long-standing community problems.

The New York Urban League and the Puerto Rican Forum, Inc. each planned and conducted four leadership training seminars for trainees under subcontractual agreements with SAI. (A report of these subcontractual services will be found in Appendix D.) These seminars exposed upgraded employees to the concepts of leadership, to the problems and benefits of being a leader, to new communications skills, and to general information relating to business, unions, politics and the local community.

The leadership conferences were designed to be both innovative and experimental in order to determine the most effective means of encouraging workers to become leaders in their communities. While they appear to have had strong impact on those trainees who participated, it is difficult for SAI to assess the short- and long-range benefits to the community at this point in time.

Training of Trainers

SAI trains an employee in each participating organization to conduct second- and third-cycle training programs under the guidance of the SAI trainer. SAI in this way can achieve a "multiplier effect" from its initial HIT program by making it possible for additional low-skill workers to receive formal training from an SAI-trained trainer.

The SAI trainer, together with management, selects an employee of the company to be the future trainer. In some cases, the potential trainer may be selected from among the trainees; in other cases, he may be a staff member of the organization. The SAI trainer gives special orientation and Job Instructor Training (JIT) to the designated company employee. In several instances the person assigned to learn the High Intensity Training concepts and to implement future training programs left his organization after being trained. While it can be assumed that trained trainers carry the HIT concepts with them wherever they go, they nevertheless leave a training vacuum in their previous organizations.

A second way in which SAI has trained company trainers has been by implementing several "training of trainer" seminars for representatives of organizations that could not participate in HIT programs. A cross-section of organizations located across the country (hospitals, universities, plastics organizations, and the National Urban League) sent representatives to these seminars, which consisted of 16 hours of intensive training in the techniques of designing and implementing High Intensity Training programs. SAI has not yet been able to evaluate training programs which were conducted as a result of the seminars, but intends to follow them up during Phase II.

CASE STUDIES: THE HIGH INTENSITY TRAINING APPROACH TO SPECIFIC PROGRAMS

CURRICULUM DEVELOPMENT FOR JOB-RELATED SKILLS

While a number of items run consistently through all High Intensity Training programs, each training program varies according to the skills to be taught and the type of institution for which training is to be conducted.

The basic elements of all High Intensity Training curricula focus on the technical skill development, human relations skill development, and personal development of the trainees. The emphasis placed on each of these areas is contingent upon the demands of the target job. For example, in a program designed to train supervisors, the curriculum may be oriented more heavily towards human relations skills than the curriculum for a program designed to train workers for technical skill positions.

SUPERVISORY PROGRAMS

Although the Project Advance Survey indicated that SAI would be primarily involved with technical skill training, particularly in the plastics industry, many more programs were requested in the area of supervisory development. The significance of these programs lies in the fact that supervisory skills were developed in individuals who previously had little or no opportunity to advance within the managerial system.

HIT programs which were designed to upgrade minority-group and other low-wage employees to supervisory positions were based on the following considerations:

1) The technical proficiency of the trainees had to be sufficiently developed to win the respect of both subordinates and superiors and enable the trainees to instruct other workers to perform new tasks.

2) The human relations skills of the trainees had to be developed in order to improve interpersonal relationships in the plant environment. Human relations training included such topics as leadership style, interpersonal relationships, control, delegation of responsibility, understanding pressures on subordinates and superiors, motivating and correcting subordinates, and communications skills.

3) The personal growth of the trainees had to be developed in order to increase their self-esteem and self-confidence, motivate them, and raise their levels of aspiration.

One type of supervisory training given within the hospital industry was for the position of senior ward secretary. Another type of supervisory training conducted by SAI was for the position of housekeeping team leader in the New York City hospital system. These programs were broadly described earlier in this chapter. (Appendix B presents a topical overview of these programs.) SAI also trained workers to fill housekeeping team leader positions in other hospitals, both voluntary and private. For instance, SAI was able to persuade the managers of a large government hospital in the Bronx to create new lines within the housekeeping department in order to provide better control over the work force and at the same time improve the morale in a department that had traditionally provided its workers (who are primarily Negro and Puerto Rican) with little opportunity for growth or advancement.

In the plastics industry, which is generally seasonal in nature, SAI realized that a big labor need was for a reserve force of supervisors who could be called upon during peak production periods, and who would go back into production during slack seasons. SAI persuaded some plastics employers to create the position of assistant foreman, which would revert to "working foreman" during the slack season. Trainees in these programs retained both their wage increases and their union seniority rights when they went back into production as working foremen.

SAI implemented a number of supervisory programs for the plastics industry, one of which is described below.

a) Company A

This plastics firm is an injection molding and assembly operation which has manufactured small plastic objects and novelties for the past twenty years. When SAI first approached the organization, it had deep interpersonal and human relations problems, stemming primarily from a union/worker/management conflict which arose approximately four months earlier, when workers in the organization voted to decertify the union. The plant, which is located in a ghetto area in Brooklyn, was rent by the friction and factions that sprung up among workers as several new unions and the decertified union fought to gain worker acceptance.

Management felt that a training program to upgrade some of its low-skill workers to assistant foremen would not only aid the production needs of the company but also serve to improve morale in the plant. Management also agreed to let the employees participate in SAI's in-depth Employee Research Study. When the research interviews first began, rumors and exaggerated stories regarding the reasons for the interviews created a great deal of anxiety among the workers. At the outset a number of employees refused to answer any questions put to them by the field interviewers.

Rather than be accused of partisanship, the employer requested SAI to be fully responsible for the selection of trainees, which was done solely on the basis of the interview schedules completed for the research study. (Volume III contains a preliminary report of the research findings prior to, during, and after implementation of the training program in the company.) Thirteen trainees were selected for the program, twelve of whom were Negro or Puerto Rican. They represented all three departments of the company: Molding, Assembly, and Warehousing.

After completion of the Job Task Analysis and follow-up interviews of the trainees (most of whom had worked for the company for ten years or more), the SAI trainer was convinced that all of them had better-than-average technical know-how with respect to their jobs. However, there was an obvious need to improve their human relations skills, to unfreeze their negative attitudes towards their co-workers and to improve attitudes towards management. They also had to be taught how to instruct new workers, how to schedule, and how to work effectively with subordinates, superiors and peers as first-line supervisors. The HIT curriculum, therefore, had to emphasize the development of human relations skills in an effort to improve interpersonal behavior in the plant, and in order to develop supervisory skills such as problem-solving, instructing subordinates, quality control, housekeeping, completion of production forms, and so forth.

The human relations training focused on three areas:

1) Perception (how the trainee sees things and how he expects others to see them).

2) Interpersonal behavior (understanding one's own behavior and that of others in the plant).

3) Communications (how to transmit ideas, concepts, and orders, as well as how to listen).

In an effort to improve the human relations problems in the plant, the SAI trainer deliberately involved all of the plant's supervisors and skilled technicians in the development of the HIT curriculum. The attitudes of many of the plant personnel toward the selection of trainees was negative. (The trainer was pleased to learn that he had inadvertently selected workers from both of the employee factions in the plant, and on an equal basis.)

The trainer recognized the importance of promoting good interpersonal relationships with all factory personnel, and made a concerted effort to see that just about everyone in the plant environment knew what was going on in the program. Classes were held in an open area of the production floor, in order to give most employees the opportunity to see what was going on in the program.

To develop the self-esteem and confidence of the trainees, the trainer utilized, wherever possible, the technical expertise of the group. Whenever subject matter relating to production, safety, or production equipment was to be given, the trainer scheduled a trainee to instruct the class. Thus each trainee had the opportunity to be the skill "expert."

The emphasis placed on human relations training had a significant effect on the trainees. Management reported that production and quality increased and that the morale of the trainees appeared to be greatly improved.

Management totally approved of the method and approach taken by the SAI trainer in the High Intensity Training program, and reported that many interpersonal problems among the employees seemed to be alleviated. The trainees demonstrated that they were able to assume their new supervisory responsibilities with greater self-confidence as a result of the skills acquired in the program.

While the program was being held, several non-trainees filed a complaint with the National Labor Relations Board which questioned SAI's relationship with management and the decertified union. SAI had no difficulty in demonstrating the independence of its program, and the charges were dropped.

b) Hospital T

When the SAI trainer started negotiations with this large government hospital, he found that there were almost no upgrading opportunities available in the hospital's Civil Service structure for low-skill, low-wage housekeeping personnel. In an effort to circumvent this problem, management was persuaded to elevate a number of housekeeping aides to positions that were two and three grades above their present salary levels, and to create the new working title "housekeeping team leader."

After completing the Job Task Analysis for this position, the SAI trainer decided to design a curriculum which would place equal emphasis on technical skill training and on human relations skill training. He based this decision on a number of factors. First, the technical know-how of the trainees was very much in question. Though many of them had worked for the hospital for a number of years, they had never received formal instruction in hospital maintenance techniques.

Since their first-line supervisors — some of whom had worked for the hospital for as long as 20 years — had never received formal training either, housekeeping maintenance was often below generally accepted standards.

Second, the SAI trainer detected strong indications of racial prejudice on the part of the primarily white supervisors in the hospital structure toward minority-group workers. The trainer therefore believed that it was important to develop a high level of technical and supervisory proficiency in the trainees in order to demonstrate to supervisors that proficient housekeeping team leaders tend to enhance the supervisors' and other hospital staff members' own efficiency and status in the organization.

The trainer utilized the technical expertise of employees from other departments of the hospital in the development and implementation of the program. This provided a number of supervisors with the opportunity of seeing the trainees in action, and in turn, it enabled the trainees to obtain first-hand knowledge of other supervisors and departments in which they would eventually be working.

Many of the trainees had language problems. Sometimes Spanish-speaking trainees would be asked to clarify a point in Spanish. When he deemed it necessary, the bilingual trainer would translate parts of the curriculum into Spanish for those trainees who continued to have difficulty understanding the material.

The SAI trainer believed that, no matter how proficient the nine Negro and Puerto Rican trainees became, they would still be confronted with negative attitudes and behavior on the part of the primarily white supervisory staff in the housekeeping department. These supervisors were, for the most part, first-generation Americans of mid-European stock, who had little or no formal education and who had acquired their present supervisory positions through seniority rather than skill. In addition to deep-seated prejudices towards minority-group workers, many of these supervisors were likely to feel strong resentments toward trainees who were given the opportunity to achieve, in 40 hours of training, jobs which it had taken the supervisors 10 to 15 years to reach. Though some of the supervisors felt very threatened by this situation, they had no reason to fear displacement because of their Civil

Service status. The SAI trainer and the hospital management made a concerted effort to alleviate the fears of the supervisors by assuring them that the HIT program was designed to give them the trained manpower to make their jobs easier.

Because the trainer felt that the meetings between management and supervisors did not delve deeply enough into the jealousies, prejudices, and fears of the supervisors, he decided to place heavy emphasis on teaching trainees to understand the problems and fears of their supervisors. During problem-solving sessions, the SAI trainer encouraged the group to make suggestions for improving interpersonal relationships in the organization. Knowing that their supervisors would not cooperate as fully as he would have liked them to, the SAI trainer had to prepare the trainees to handle some of the negative feedback which they might receive. This was achieved through personal development courses which were designed to develop the trainee's self-esteem and give him confidence in his innate abilities and his newly developed skills. The trainer believed that if the trainees were to successfully complete the program, they must be confident enough in their own abilities to counteract negative responses from supervisors. Thus, they required strong reinforcement from the trainer in their efforts to develop and maintain positive self-images.

One of the outcomes of this program was the formation of a cohesive work group which was determined to develop its skill proficiency to a maximum level. As a result, the trainees became much better informed about housekeeping techniques than their supervisors. The effects of the training program were immediately apparent to hospital administrators. They noticed sharp improvements in the attitudes and daily performance of the trainees in their regular work duties. Members of the hospital staff commented on the trainees' technical skill in handling housekeeping assignments, and on their ease in dealing with other workers. Soon the SAI trainer was confronted with a new problem. Anxiety had increased among the supervisors as they recognized that the trainees were now performing better and thus receiving more positive responses from hospital personnel than they. The supervisors' original fears and jealousies were reactivated. Though supervisors had not admitted their insecurities to the SAI trainer prior to the program, they did so now. They requested the trainer to conduct similar training classes for them in order to increase their own supervisory abilities. As a result, SAI decided to conduct a number of special clinics designed to improve the technical and human relations skills of supervisors.

Hospital management had been somewhat apprehensive about the learning abilities of the housekeeping staff prior to the HIT program. However, they were so pleased with the results of the program that they requested SAI to develop an English Language Proficiency program for some of their Spanish-speaking employees who had difficulty in communicating with other members of the hospital staff. (The resultant ELP program has been described earlier in this chapter.)

c) Hospital KK

The HIT program in Hospital KK was designed to train housekeeping aides to become team leaders who would each supervise the work of six to eight people in the housekeeping department. Each team leader had to know his job thoroughly and know how to instruct others, delegate responsibility, and give orders effectively to subordinates who five weeks earlier had been his peers.

This supervisory training program took a slightly different approach from the other programs SAI conducted for the New York City hospital system. After completing the Job Task Analysis, the trainer felt that the major focus of the program should be the development of the trainees' self-esteem and self-confidence. She decided that this could best be accomplished by emphasizing the importance and significance of the fact that the trainees, the hospital staff, and the hospital clientele were primarily Negro.

The managers of the housekeeping department were not very favorably disposed to this approach; however, the trainer believed that the trainees exhibited a very strong need for positive racial identity. Since the hospital was not significantly troubled by major interpersonal behavior problems, the trainer felt that the program could afford to stress the individual development of the trainees. Thus, though the program included the three major elements of all

HIT programs — skill training, human relations development and personal development — it gave more weight to the personal development of the individual than did similar training programs in other hospitals.

As part of the personal development orientation, the trainer continually stressed the importance of formal education. She also gave many more homework assignments than did the other SAI trainers. An interesting aspect of these homework assignments was that the trainees tended to involve their whole families in completing the assignments. Trainees were asked to submit "research" papers, and many of these papers were proudly displayed as the work of the entire family.

SAI believes that family involvement in the training program plays an exceedingly important role in the development and motivation of the worker and must not be underestimated. The children of the trainees appear to benefit from their parents' involvement in a new learning process. The child's perception of the parent and of the importance of education appears to be very positively affected by the program.

The program at Hospital KK was considered very successful by the hospital administrator who, as a result, has widely recommended SAI to a number of other hospitals throughout New York City.

SKILL TRAINING

The JTA is the key phase in the development and ultimate success of technical skill programs. The SAI trainer must get a basic understanding of the job, its functions, its problems. He must understand the operation of all of the equipment which is used in the target position, and has to be acutely aware of such variables as safety, maintenance, and problem-solving in relation to productivity of the worker and the machine.

While some theoretical material is presented to the trainees in the program, practical hands-on skill training comes first and theory generally comes second. Because of the atmosphere and the routine nature of factory work, the trainer attempts to instill a sense of purpose and direction in the trainees.

Since most factories tend to have high noise levels, SAI attempts to bring the trainee out of that environment and into more comfortable surroundings within the plant for as many of the training sessions as possible. When machines in the factory have to be used for demonstration purposes, SAI has utilized walkie-talkies to communicate with trainees. Each trainee has a receiving set and ear plugs which allow all of the trainees to hear the instruction clearly. Without this electronic device the trainer risks losing the attention of trainees who would otherwise have to strain to hear.

All training programs, whether factory- or classroom-based, provide refreshments for the trainees. This has both psychological and physiological value, because it serves as a source of relaxation and renewal of energy for the trainees, and facilitates their receptivity to learning.

As in the case of all HIT programs, the trainer tries to obtain full cooperation from foremen and skilled technicians in the factory. Often, factory personnel may not be training-oriented and may believe that skills can only come from long years of experience. The trainer must thus unfreeze their attitudes towards both training and trainees.

a) Hospital C

SAI undertook a High Intensity Training program in medical terminology and medical coding for a major New York City medical center. This program served to confirm SAI's conviction that, given sensitive assistance, the learning capacity of an individual will far surpass normal expectations.

Because of an impending changeover to a computer system of record-keeping, the hospital requested SAI to design a training program to upgrade thirteen medical clerks to positions as medical coders or medical transcribers. It was SAI's belief that traditional training programs for medical terminology and medical coding required far too much training time. After performing the Job Task Analysis, the trainer estimated that the complex subject matter could be comprehensively presented, along with human relations training and personal development courses, in approximately 80 hours of training. (The program was actually completed in 72 hours.) SAI also thought that the educational requirements for the target jobs were invariably too stringent. Most hospitals insist that a person have a high school diploma and preferably two years of community college prior to employment as a medical terminologist. SAI suspected that such requirements were perhaps unnecessary for employees who already had substantial exposure to medical terminology even though they may not have completed high school. The educational requirements for trainees in this program were therefore waived.

The trainer felt that the teaching of medical terminology should be based on an understanding of human anatomy; a knowledge of the normal and abnormal body, system by system. This approach would enable the employee to visually conceptualize the parts of the body referred to in medical records and thus facilitate his comprehension and transfer of knowledge. The SAI trainer therefore contacted the Director of the Physical Therapy Department at the hospital's medical school and requested that a faculty member be assigned to teach the estimated 14 hours of anatomy included in the High Intensity Training curriculum.

The Director indicated that the medical school was ill-equipped to serve "any population other than the sophisticated and bright medical student"; that he did not think the trainees could actually learn the subject, and certainly not within the 14 hours SAI has estimated. He stated that "it couldn't be done"; that the anatomy courses conducted at the school take six months to complete.

However, since top hospital management was in favor of the HIT program and had requested complete staff cooperation in the development of the training program, the Director had little alternative but to comply with SAI's request. In all, 14 hours of the curriculum were devoted to instruction in anatomy. A greater amount of time was spent in reviewing stems, prefixes, and suffixes. The trainees learned how to identify medical terms related to the anatomy through word derivations. After a foundation in medical terminology, the trainees were taught medical chart analysis and medical coding through the use of the International Coding System.

While the major emphasis of the program was on skill training, the trainees also received human relations and personal development training.

This training program has great significance for a number of reasons. First, from the standpoint of curriculum development, SAI demonstrated that a medical terminology/ medical coding program can be taught to medical clerks in 72 hours or less. (A similar program devoted only to medical terminology was conducted by SAI in a second hospital in only 48 hours of training time.)

Second, it would appear that the qualifications which are normally set by hospitals in selecting candidates to train or to hire are far too stringent. Other qualities, such as motivation, can be more important than educational background in assessing the potential success of a trainee. Trainees in this group (which was composed of 12 women and one man) were very highly motivated to learn the "mystical" language of the doctor — a status symbol in both the hospital and the outside environment. Because of their sincere interest in the subject matter, the trainees put in many extra hours of study.

A highlight of the training program occurred when the Director of the Physical Therapy Department was giving one of the final anatomy lessons. Standing before the class, he described a part of the brain as serving a particular function. Several students raised their hands to correct him. The Director was visibly annoyed and pointed out that he was considered a very competent man in his field. The class, still uncertain about their own roles in the institution and easily shaken in their own self-confidence, did not pursue the matter. The next day the Director returned to apologize to the group; he had checked the questioned point in a textbook and found that the trainees were correct — it was he who had made the error.

The overall effect of the program on the medical records department was very positive, but the impact on the Director of Physical Therapy and his department was outstanding. It made him reconsider, he noted, "not only the potential intelligence factor of hospital employees other than medical students, but also . . . the anatomy curriculum which is being taught to medical students."

The trainees demonstrated to professionals within the hospital setting that when relevant skill training and effective motivational techniques interact, the achievement potential of the low-skill worker appears to be unlimited.

b) Hospital S

The HIT program at Hospital S, a private hospital affiliated with a religious order, gave SAI the opportunity to restructure several traditional job functions. The object of the new job was to relieve the nursing staff of routine clerical details. On the basis of a Job Task Analysis, the position of senior ward secretary was created and a HIT program was developed to upgrade ward clerks to the new position. The program was designed to assist the trainee to develop an understanding of basic medical procedures, enhance his comprehension of hospital procedures and policy, sharpen his basic skills acquired through previous experience, alter negative attitudes, develop self-confidence, and stimulate self-development as a continuing process.

The key parts of the skill curriculum included such subjects as the mechanics of medical charting, communications, vocabulary, telephone etiquette, requisitioning and maintenance of supplies. The human relations components were designed to improve interpersonal relations with hospital visitors, patients, doctors and nurses.

In-depth research conducted in the hospital by SAI prior to and following the completion of the training program (see Volume III) indicates that trainees were faced with two major human relations problems. One was due to an undercurrent of racial prejudice which seemed to exist in the hospital environment. The other revolved around "status." It was apparent to the SAI trainer that while the nursing staff complained about the work load they also guarded it jealously. The nurses openly expressed a lack of confidence in the trainees' ability to learn the necessary tasks and in the SAI trainer's ability to teach the tasks.

In an attempt to unfreeze the negative attitudes of the nursing staff, the trainer began the Job Task Analysis with a series of six meetings with head nurses and supervisors. The purpose of these meetings was to involve the staff in the process of defining the duties and responsibilities of the newly created post of ward secretary. Through this involvement, the trainer hoped to obtain their cooperation and thus reduce tension. The group was divided into workable sub-groups of eight. In addition, eight two-hour conferences were held with the Director of Personnel and two staff nurses who were assigned to coordinate the program and assist with the teaching. After group consultation with nurses, supervisors and the personnel administrator, a formal job description listing the duties and responsibilities of the ward secretary was developed.

Several members of the nursing staff maintained a sense of separateness from the program, and tried in many ways to discourage the hospital from implementing the program. When the SAI trainer arrived one day to participate in a joint meeting scheduled with the head nurses, supervisors, and director of nursing and personnel regarding curriculum topics, he discovered that a prior meeting had already taken place between the directors of nursing and the nursing personnel. The nurses had requested that the program be cancelled. They professed concern about the ability of nonprofessionals to execute doctors' orders. Many of the nurses felt that the ward secretary had "no right" to handle medical charts, a duty historically within the domain of the nurse. One nurse admitted to the trainer that she felt threatened by the ward secretary, since the ward secretary would now be communicating with doctors. Others questioned the legality of permitting a secretary to handle drug and medication orders. After a number of exchanges of this sort, hospital management finally agreed to permit the ward secretaries to execute all orders except medication requests.

The nurses assigned to assist the SAI trainer were somewhat apprehensive about their roles. Their anxiety was apparently due to their lack of self-confidence. One nurse had less than one year of experience in handling in-service training for the institution, while the other nurse had no experience in this sphere at all.

The training program was conducted in a well-equipped classroom in the hospital. The SAI trainer utilized a view-graph to enlarge and project medical charts on a blackboard, thus enabling the trainees to observe how the charts should be completed. This also gave them the opportunity to practice and to share questions and comments with the other trainees. The viewgraph thus served to augment the oral instruction with a visual experience.

Though a great deal of emphasis had to be placed on human relations training in order to alleviate the severe communications problems which appeared to exist between the nursing staff and the trainees, the trainer decided that technical skill training should be the paramount concern of the training program. Since the nurses were somewhat ambivalent about the trainees' ability to perform the necessary tasks, it was essential that the trainees completely master the technical material. The human relations segment of the curriculum, by necessity, focused on helping the trainees deal with the prejudices and the resentments of the nursing staff.

The trainees selected for the program were all female and ranged in age from 21 to 58 years. Of the ten trainees, one was Puerto Rican and four were Negro. An unusual feature of the group was that it included a mother and daughter. The daughter was one of the brighter members of the class, but she appeared to be easily rattled under pressure in the ward. The mother, on the other hand, held up extremely well under ward pressure, but was slow in learning the important functions of the charting process. The trainer encouraged both mother and daughter to reinforce each other both academically and emotionally, and both came through the program well.

One of the main concerns of the trainer was to encourage the trainees to study and apply the material they were taught. Individual conferences served to reassure the trainees that they were capable of absorbing and applying the difficult materials being presented.

Unbeknownst to the SAI training staff, representatives of nearby Hospital P paid a visit to Hospital S to find out how the ward secretarial program was working so that they might determine its feasibility in their institution. They asked such questions as, "Were the nurses willing to relinquish some of their responsibilities?" "Did the trainees learn and assume their new responsibilities with a high degree of proficiency?" "What effects did the HIT curriculum and the trainer have on the quality of the program?" All questions regarding the program were answered positively and affirmatively. As a result, SAI received a call from Hospital P three days later requesting SAI to train approximately 60 ward clerks for the position of ward secretary in their institution.

c) Hospital P

As a result of the successful implementation of the ward secretarial program at Hospital S, Hospital P decided to restructure the job functions of their ward clerks in order to achieve better patient care in the hospital. The curriculum followed the general format of the Hospital S program, but was modified and developed to meet the specific needs of Hospital P.

Since 60 employees were to be trained, the program was planned for implementation in three cycles. During the first cycle, the SAI trainer was to carry full responsibility for training. At the same time, he would also train several members of the hospital staff in the concepts and techniques of High Intensity Training, thus providing the hospital with its own training capability. The new hospital trainers, under the supervision of the SAI trainer, would carry 30 per cent of the training responsibility during the second cycle of training, and about 80 per cent during the third cycle. The second and third cycle programs would thus be implemented through a "multiplier effect" resulting from SAI's original training program.

A problem which arose in Hospital P as a result of the SAI trainer spending a great deal of time in the institution was that the hospital staff began to depend upon him to too great an extent. The hospital nursing and supervisory staffs became so accustomed to using the SAI trainer as a problem-solver that they preferred that the second and third cycle ward secretarial programs as well as other training programs be implemented by him rather than by their own newly trained trainers. The SAI trainer succeeded, however, in gradually transferring all training responsibilities to the hospital trainers.

This underscores a problem which SAI will focus on in depth during Phase II. More emphasis must be placed on training company trainers so that they will be able to assume with ease the varied aspects of in-plant HIT training.

SUMMARY

SAI designed and implemented 51 High Intensity Training programs in 46 organizations during the 12-month period of Phase I. Curricula were developed to meet the specific needs of the individual organizations, and included technical skill training, human relations skill training, and personal development.

The emphasis given to each of these areas and the way in which they were interleaved in the training program were contingent upon the specific needs of the trainees, the organization and the target job, as assessed by the SAI trainer during the 13-day in-plant Job Task Analysis.

Target jobs for which upgrading training was given can be broadly divided into two categories: supervisory jobs (i.e., assistant foreman, team leader) and technical skill jobs (i.e., extrusion operator, medical coder, ward secretary.) In most cases the target job represented an existing vacancy in the traditional job hierarchy of the organization; in other cases the target job was newly created as a result of job restructuring.

While all of the HIT programs are flexible in content and format, SAI found that an early emphasis on personal development — on increasing the self-esteem, the confidence and the motivations of the worker — served to prepare him to more readily learn and absorb the technical skill training.

The formal opening and closing ceremonies also served to motivate the trainees and to raise their levels of aspiration. In implementing the program, the trainer strives to develop a full network of communications between and among trainees, and employs a participative approach to learning. Training manuals and homework assignments, in addition to enriching the curriculum for the trainee, help him to involve his entire family in the learning process. The graduation ceremony is another way in which the training program reaches out to the trainee's external environment — to his family and to his friends.

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The human relations aspect of the program is designed to improve the interpersonal relationships of the trainee, with respect to his co-workers, his superiors, and his subordinates. Technical skill training is focused on making the trainee functionally operative in the target job after 40 hours of training, and includes demonstration and on-the-job practice as well as problem-solving experience.

Unfreezing the negative attitudes and perceptions of supervisors and management towards their low-skill workers is a key aspect of the trainer's role in the plant environment. The involvement of supervisors and other skilled personnel in the HIT program is one way in which this "unfreezing" process is started. Other ways include making the supervisors feel more secure, and pointing up areas in which more skilled subordinates tend to improve the supervisors' status in the organization. Apparent improvements in the attitudes, behavior, and skill of the trainees further help to correct negative or stereotypical perceptions.

A number of problems came up during implementation of the HIT programs; some were anticipated and some were not. Language problems of Spanish-speaking trainees were, for the most part, easily overcome by the bilingual trainers who were prepared to instruct and translate parts of the training curriculum into Spanish. Bad weather and the seasonal nature of the manufacturing industries caused a number of scheduling problems, but these were not insurmountable. Unions were for the most part very cooperative in respect to the HIT program.

Racial prejudice was encountered within a number of organizations, but the improved technical and human relations skill of the trainees helped to counter negative attitudes. Co-worker jealousies did not emerge as a major problem for the trainees, though supervisory jealousies did. SAI alleviated the latter problem somewhat by running voluntary "clinics" for supervisors which were designed to improve their technical and human relations skills.

Other SAI support services included the sponsorship of leadership training conferences in order to expose trainees to the techniques and potentials of community leadership, and "training of trainer" seminars to instruct representatives of non-participating organizations in the methods and techniques of High Intensity Training.

The HIT programs offer promise as a method of creating new entry-level job openings. The creation of a new level of supervisory expertise within organizations enables employers to expand their operations, and thus hire more entry-level workers over time. An interesting sidelight revealed by the upgrading of Spanish-speaking employees to supervisory positions within organizations is that the creation of a Spanish-speaking level of supervisory expertise tends to open up new opportunities for entry-level employment of Puerto Rican workers who have little or no command of the English language. Thus, HIT appears to lift still another barrier to the employment and advancement of minority-group workers.

CHAPTER 7 - CONCLUSIONS

Phase I of the SAI experimental and demonstration project saw the development and refinement of an innovative approach to training and upgrading low-wage workers within their own organizations.

This approach was based on the conviction that the occupational problems of the disadvantaged worker cannot be solved by skill training alone — that his social needs, his economic needs and his psychological needs must also be served if training is to achieve any long-lasting impact.

In an effort to meet these varied needs of the disadvantaged worker, SAI developed a comprehensive training methodology called High Intensity Training. HIT considers the low-skill, low-wage worker in his total environment — at work, at home, and in the community. The HIT curriculum is designed to improve the worker's skills in both the technical and the human relations areas, to raise his levels of aspiration and motivation, and to alter his perceptions of self and management.

The accomplishment of these training objectives required the involvement and commitment of employers from both the private and public sectors to the sponsorship of in-plant HIT upgrading programs.

Employers were persuaded to sign formal Training Agreements ensuring promotion to higher-ranked jobs, with wage increments ranging from 8 to 10 per cent, to low-wage worker-trainees who completed the in-plant, 40-hour training programs. Training classes were small, and ranged in size from 8 to 15 workers.

In return for their formal upgrading commitments, employers received a complete training package — including design of an individual training curriculum for a company-selected, hard-to-fill target job; implementation of 20 two-hour training sessions (over a five-week period) by a professional industrial trainer; and the creation of their own in-house training capability, in the form of a detailed, lesson-by-lesson company training manual and a trained company trainer.

A SUMMING-UP

During Phase I, SAI demonstrated that the HIT concept does work. In twelve months, SAI trainers developed and implemented 51 HIT programs in 46 organizations and trained a total of 1,654 low-wage employees: 779 through direct, in-plant training by SAI trainers, and 875 through HIT programs organized by SAI and conducted, under SAI guidance, by SAI-trained company trainers.

In addition, SAI conducted clinics for 246 supervisors in order to improve their supervisory and human relations skills. SAI sponsored leadership clinics for some 100 Negro and Puerto Rican low-wage trainees, which exposed them to the needs, the opportunities, and the techniques of effective community leadership.

SAI has changed the negative attitudes of large numbers of first-line supervisors and their middle and top managements regarding the abilities, the capabilities, and the characteristics of minority-group workers.

An informal follow-up of trainees who completed HIT programs prior to June 1, 1967, reveals significant increases in salary since entering HIT programs: the median weekly increase is $11. In addition, a number of trainees reported promotions and increases in pay since the initial upgrading process took place.

A number of observations regarding the impact of HIT programs upon organizations can be made from the experiences of one year of experimentation and demonstration. These observations are largely impressionistic in nature, and are the results of SAI's own perceptions, interviews with employers and supervisors, and informal follow-ups with trainees. They require deeper study and evaluation during Phase II, but are presented herewith for the reader's consideration:

Employers

- Employers who are affected by hard-to-fill vacancies will permit an outside training organization to plan and implement in-plant training and upgrading programs for their workers, in an effort to ease their labor and production problems.

- Employers who have been exposed to in-plant High Intensity Training have sought to institute similar HIT upgrading programs in other departments of their organizations.
- Employers who have participated in HIT programs report improved morale, higher production and greater effectiveness among both trainees and non-trainees.
- Employers report that absenteeism, lateness and turnover have decreased in those departments which participated in a HIT program.
- Employers are willing to pay their workers for training time, provide training facilities and other needed services to upgrade their low-skill workers when technical training support is brought into the plant.
- Employers are willing to commit themselves to an 8 to 10 per cent wage increase for trainees upon completion of the training program, despite their initial uncertainties regarding the potential effectiveness of upgrading training for low-skill workers.
- Employers are willing to allow restructuring of traditional job categories in order to alleviate higher-level skill shortages, after a realistic appraisal of the manpower pools from which they can draw.
- Employers are willing to permit an outside training organization to work with all levels of personnel in the firm in order to ease difficult human relations problems between low-skill minority-group workers and their supervisors.
- Employers are apparently willing to share their High Intensity Training experiences with other employers in their trade associations, industrial complexes and neighborhoods. A number of HIT programs have resulted from this recommendation process.

Supervisors

- Supervisors' attitudes toward low-skill minority-group workers have improved following HIT programs.
- Some supervisors have moved from initial antagonisms toward the HIT program to attitudes of full cooperation and enthusiasm regarding the final results of the HIT process.
- A number of supervisors have reflected on their own human relations and technical abilities as a result of close proximity to the trainees, and appear to have reevaluated many negative perceptions.
- Some supervisors, after passing through an initial stage of insecurity, began to see that highly trained subordinates could improve the supervisor's own status in the organization.
- Supervisors have shown a greater willingness to listen to the ideas and suggestions of low-wage minority-group workers.
- Supervisors are willing to participate as instructors, counselors and curriculum developers when they have been properly indoctrinated into the positive aspects of the HIT process.

The Low-Skill Worker

- The low-skill worker has demonstrated that he has the ability to learn new tasks and assume new responsibilities in a very short time.
- The low-skill worker has had his confidence, self-esteem and motivation increased substantially within a very short period of time.
- The low-skill worker has demonstrated that under the HIT process he can move into new occupational, educational, and social areas in an abbreviated period of time.

- The low-skill worker has demonstrated the ability to comprehend and assimilate technical, human relations and self-help subjects in a brief period of time.
- The low-skill minority-group worker, when given the opportunity and training, can be an effective and proficient manpower resource for industry.
- The low-skill worker has brought into his family environment information from the HIT curriculum regarding money management, health services and free education.
- The low-skill worker is able and willing to accept new occupational challenges when they are presented to him in a meaningful way.

Training

- Traditional training time for semi-skilled occupations can be reduced drastically without impairing its value.
- Skill training is assimilated more effectively if subject matter pertaining to confidence building, human relations and other personal development areas is built into the curriculum.
- Motivation must be built into training programs in such a way that the adult trainee can identify his problems, develop a plan for solving them, and begin to follow the plan in order to meet his objectives.
- Involvement of supervisors and other organizational staff members in the HIT process increases the chances for the trainee's success in his occupational growth.

PROJECT ACHIEVEMENTS

In carrying out its function of experimentation and demonstration, SAI adhered to E & D guidelines in developing new methods for treating the employment problems of disadvantaged workers. These guidelines, as listed in the 1966 Manpower Report of the Secretary of Labor, concern the areas of recruitment, selection, motivation, job development, and training.

Recruitment

By going into the plant setting, SAI was able to reach and train workers who would not have sought such training on the outside. Participation was made easy: the workers were paid for their training time (time-and-a-half when training was given after hours); their classmates were co-workers (which alleviated fears of competition and failure); they were assured of better jobs and pay increases at the end of 40 hours of training (given within a five-week period); they were served free refreshments during the training sessions, which were conducted, whenever possible, in executive quarters.

Selection

Trainees were selected along non-traditional lines. Formal tests were not used because it was felt that they would intimidate workers. Employers and supervisors conducted the preliminary screening and the SAI trainer made the final selection on the basis of personal interviews.

The trainer tried to make certain that selection was not confined to "skimming the cream off the top." He aimed for heterogeneous classes in order to validate the training technique.

Motivation

The HIT program was specifically designed to motivate the worker and to raise his level of aspiration. Maslow's need-hierarchy concept served as one framework for motivating the low-skill worker, who has had to focus all of his energies on lower-level needs in order to survive. The role of the SAI trainer has been to awaken him and sensitize him to higher-level needs — social needs, egoistic needs and self-fulfillment needs — and to give him achievable goals which help to satisfy these needs.

Motivating techniques were designed for carry-over to the trainee's peers, his co-workers, and his family.

Job Development

By restructuring traditional job levels to create new intermediary jobs, SAI has opened up new upgrading opportunities for low-skill workers.

The training of first-line assistant foremen, foremen, supervisors, assistant supervisors, team leaders and other supervisory personnel creates a new level of supervisory expertise through which organizations can exercise more effective control, and enables them to open up second- and third-shift operations. Supervisory training thus appears to have important implications for increasing entry-level job openings for the unemployed.

Training

SAI has developed an innovative approach to upgrading the low-wage worker within his own organization in just 40 hours of training. This approach, called High Intensity Training, focuses on improving the worker's technical and human relations skills, encouraging his personal development, and altering his perceptions of self and management.

Private Sector Involvement

Of great significance is the fact that SAI has been able to accomplish its training objectives through the involvement of the private sector in the upgrading of its disadvantaged workers, without the subsidization that other manpower programs provide.

SAI has found that employers are willing to upgrade from within if they are offered the proper technical assistance; that they are willing to agree to stipulations concerning paid training time, guaranteed wage increases, new job titles and the like because of their urgent need to fill job vacancies.

AREAS FOR FURTHER DEVELOPMENT

A review of SAI's first year of operations points up a number of accomplishments; it also points up a number of areas that need careful and systematic study during Phase II operations.

SAI will continue to search for new and better ways to train the unskilled worker so that he can better retain and transfer his newly acquired skill, and for new methods to motivate the indifferent worker.

SAI will seek to develop new and innovative techniques to teach English Language Proficiency and other communications skills to functionally illiterate workers.

SAI will focus on the development of systematic methods for restructuring traditional job levels in various industries in order to relieve high-skill labor shortages and provide new upgrading opportunities for low-skill workers.

SAI will seek to develop better sales approaches and a more discerning method of identifying and assessing prospective organizations for upgrading.

In light of the profound effects that solutions to these problem areas can have on future manpower development, SAI plans to further refine the techniques and concepts of High Intensity Training through the continuation of in-plant upgrading programs during Phase II operations.

IMPLICATIONS

The long-range implications of High Intensity Training are significant. Because HIT is designed to reach the disadvantaged worker in his total environment, it reaches beyond the internal work situation to the external system — to his peers, to his family and to his community.

High Intensity Training appears to be a feasible way to create new entry-level job openings for the unemployed and new intermediary level upgrading opportunities for the unskilled.

High Intensity Training offers employers a practical method for meeting their present labor needs and for staffing future operations.

High Intensity Training opens up new programming areas for other manpower agencies, and identifies new areas for further experimentation and study.

High Intensity Training promotes an intensive reexamination of traditional training methodologies, including vocational education techniques.

Perhaps most significant, High Intensity Training offers the friends and the families of trainees the hope, and the will, and the drive to break out of their present lives of poverty and despair and enter into a brighter, more meaningful world.

APPENDIX A

TRAINING AGREEMENT

SKILL ADVANCEMENT INCORPORATED
663 Fifth Avenue
New York, New York
(212) 688-4210

TRAINING AGREEMENT

TRAINING AGREEMENT between Skill Advancement Incorporated and

______________________________of____________________, New York.

A training course for________________________________will be conducted at the facilities of__________________________beginning________________, 196___.

The course will run approximately_________hours and will be held on__________________through______________________between the hours of______________and___________________, for__________ weeks.

Skill Advancement Incorporated will:

- A. Conduct a job task analysis.
- B. Prepare a curriculum outline for management approval.
- C. Develop and print a Training Manual for each trainee.
- D. Furnish a professional Industrial Trainer to conduct the course.
- E. Train a company employee as a future trainer.
- F. Give management two progress reports on each trainee, prior to graduation.

TRAINING AGREEMENT

______________________________ will:

A. Assist SAI in advising the Union about the program, where union personnel are to be trained.

B. Provide SAI with a weekly job performance evaluation of each trainee (forms to be supplied by SAI.)

C. Pay each trainee for his training time. (If training is given after his regular work shift, each trainee will receive overtime pay for class attendance.)

D. Provide refreshments (e.g., coffee and donuts) for each training class session.

E. Raise the current salary of each graduate by 10% or __________ cents per hour, beginning the first pay period following graduation.

It is understood that prior to the first class, the course starting date can be changed by mutual consent without altering the other parts of this agreement.

Signed this __________________ day of ______________ 196___.

______________________________ SKILL ADVANCEMENT INCORPORATED	______________________________ Company Name
	______________________________ Signature
	______________________________ Title

APPENDIX B

A 20-SESSION TOPICAL OVERVIEW OF THE HIT PROGRAM DEVELOPED FOR THE NEW YORK CITY HOSPITAL SYSTEM TO TRAIN HOUSEKEEPING TEAM LEADERS

DEVELOPING HOUSEKEEPING TECHNICAL AND SUPERVISORY SKILLS

OBJECTIVE

This training program is designed to sharpen housekeeping skills and to provide the foundations for supervisory and/or team leadership positions by the trainees in such areas as:

- Technical skills
- Human relations
- Leadership techniques
- Self-improvement

COURSE SUMMARY

High Intensity Training programs are designed to develop technical skills and human relations skills of the low-skill worker - as well as to develop his self-esteem, build confidence and motivation necessary to go even beyond the job for which he is being trained. The two-hour sessions are conducted Mondays through Thursday over a five-week period. Hospital representatives and other outside experts will be invited to attend and lead discussions. Among the more frequently used training techniques the SAI trainer employs are: role-playing; buzz groups; film strips; tours; and equipment demonstrations.

COURSE OUTLINE*

The presentations and work materials cover the points required for developing good leadership skills and for improving housekeeping techniques. Below are the topics considered in each session.

Session I Welcome and Orientation - This session defines the terms of the training program and introduces the trainees to SAI and the HIT concept. The trainees are welcomed by members of the SAI staff, representatives of the housekeeping department, hospital management, the City of New York, and District Council #37.

Session II Concept of Housekeeping - Here the concept of housekeeping as it is defined by SAI and the hospital is compared with the image held by the trainees. A representative of the hospital's housekeeping department is present to answer any questions. Benefits Available to Housekeeping Employees - The benefits to which the trainees are entitled as employees of the hospital and as union members are reviewed. Very often, the workers themselves are unaware of the benefits to which they are entitled and fail to utilize the services.

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*The sequence is subject to change dependent upon the hospital and its particular needs. SAI strongly believes that individuals who have already put in a full day's work need a coffee break during the session to ensure more effective reception of material.

Session III Duties and Responsibilities of the New Job - Here SAI presents a complete review of all duties for which the trainees will be responsible when they assume their new jobs. Based on discussions with management, personnel, and outside experts, SAI has compiled a very detailed job description. Emphasis is placed on two major areas: the trainee's responsibility to the hospital as it relates to work habits (absenteeism, lateness, etc.) and his responsibility as it relates to his personal health and cleanliness habits. Trainees are given an opportunity to discuss these from within their frames of reference.

Session IV Safety Practices and Procedures - It is stressed throughout the program that the trainee will have to set an example for his co-workers; therefore, he must be thoroughly familiar with all procedures. In view of the nature of the housekeeping function, safety becomes one of the major responsibilities of the department.

A tour of the housekeeping areas is included in every program. It is intended that a member of the housekeeping supervisory staff present this session to ensure the inclusion of methods used by that particular department. The tour is conducted so that the trainees will observe items mentioned in the discussion on safety, and to see if they are able to recognize violations. The purpose of the tour is to relate information learned in the classroom with the practical application. The tour is part of the broader subject, "How to Conduct an Inspection". Each trainee receives an inspection assignment to be completed before the next class.

Session V Review of the Previous Week's Work - This review will cover the technical information (duties, etc.) and the trainees' own reactions to the program. This session will also relate to Friday inspection assignments of each worker.

Use of Tools - The trainer will distribute a handbook of tools for the job; the proper names and uses of these will then be discussed and demonstrated for the trainees.

Session VI Continuation of Tools For the Job - This entire session is devoted to explanation and demonstration of the tools used in the performance of the housekeeping duties. Each trainee is given the opportunity to participate and to role-play regarding the uses and procedures for using the equipment. The trainees must explain as they demonstrate. In so doing, they may discover alternative methods of handling the tools.

Session VII Work Assignments - The presentation of an assignment to co-workers is important to its execution. The trainees must master the art of giving work assignments and overseeing their implementation. Role-playing exercises are designed to provide trainees with "tests" of their own supervisory skills. They are encouraged to criticize each other and themselves in their efforts to improve their motivational skills.

Session VIII Money Management - Unfortunately, many low-wage workers find themselves with grave financial problems. Part of SAI's approach to training combines discussions and explanations of money management techniques with skill training. These self-improvement segments are spread throughout the program. In this session, the group will discuss "What to Avoid in Handling Money".
Evaluation of Housekeeping Activities The trainees will have an opportunity to evaluate their activities in terms of the information and demonstrations of the previous sessions. They will be asked for suggestions on improvements as well as criticisms of their own work behavior.

Session IX Benefits Available to New Yorkers - Among the self-improvement topics, SAI offers is "Benefits Available to New Yorkers", which

includes Medicare, Medicaid, Legal Aid, Social Security, and Unemployment Insurance.
Handling Tools - This part of the session is devoted to demonstration and explanation of the uses of machinery. It is a continuation and review of previous sessions.

Session X Perception and Attitudes - The attitude(s) held by the trainee must be examined by the trainees. Their "frame of mind" will greatly affect their performances on the job and the reaction of their co-workers to the trainees' new leadership roles. The trainees must be made aware of the differences in, and perception of, attitudes, in order to perform effectively on the job.
Money Management - Discussions are resumed on loans - the types of loans and the consequences of poor judgment in borrowing are discussed.

Session XI Communication Skills - Here, the communication process is discussed as it relates to giving orders. Communications problems are introduced and the trainees suggest ways of solving the problems in order to reach the assigned goals.
Cleaning and Preventive Maintenance - Techniques of cleaning are reviewed along with methods of preventive maintenance.

Session XI Joint session with SAI trainer and supervisors to discuss trainees' performance and the training program to date.

Session XII Review and Observation of Work Experiences - The trainees will encounter problems during their work day and this session will deal with these specific difficulties: problems in planning equal distribution of work, attitudes of workers, enforcement of rules, exercising good judgment, among others.
Motivation - Motivational techniques will be presented to the trainees along with hypothetical situations which require the trainees' interpretation of the problems and possible solutions. Additional time will be devoted to developing discipline in the work force.

Session XIII The Poor Supervisor - Role-Play - This session serves as a review, or test, to check on the awareness and understanding which the trainees have acquired. The trainees have an opportunity to play both the initiator and the receiver of different kinds of supervisory treatment. This will further improve their skills in handling actual work situations. The role-playing will include exercises in giving orders, explaining the use of equipment, reporting to supervisors, giving inspection tours, etc.

Session XIV Career Development and Reaction to the Training Program - Many of the trainees have not finished grade school. SAI strongly encourages that they complete their education and perhaps go on to further their own careers. SAI provides information on continuing education. During this session, the trainer will also be concerned with feedback from the trainees; attitudes of their supervisors, co-workers, friends and families.

Session XV Things to Do in New York - Here again, SAI is concerned with broadening the world in which the trainees live. "Things to Do in New York" contains information about events, services and opportunities that are available at low, or no cost. Trainees are encouraged to improve themselves in many ways. Review of Work Assignment - This discussion is continued with trainees' evaluations of how they are performing and discussions of problems they encounter.

Session XVI Where Do We Go From Here? - This is a review of the new role to be assumed by the trainee. The duties are reviewed and the expectations held by the trainees are discussed. The topic of motivation is again discussed in detail; its importance and the techniques of motivating are reviewed.

Session XVII Human Relations: Reducing Disagreeable Situations - Role-playing situations are introduced. The trainees are given the opportunity to be "disagreeable" and observe the reactions of the others. Trainees evaluate their own performances. Interaction With Patients and Visitors to Hospital - This is introduced as a special problem for the housekeeping department. Trainees are encouraged to contribute their own experiences and offer suggestions as to handling these situations.

Session XVIII Work Standards - Expectations of behavior are discussed in terms of both the worker and the trainer. Working standards are viewed in terms of what can reasonably be expected from people in any given situation. SAI offers suggestions as to how procedures and the standards themselves can be changed. The trainees also offer suggestions.

Session XIX Joint session with SAI trainer, hospital supervisors, and union representatives to discuss the new roles and to dissipate fears and anxieties which might have developed within the groups.

Session XX Final Session - The object of this session is to instruct the trainees in the preparation of reports required for any area, tool or product in the department. The purpose, too, is to heighten their interest, stimulate and motivate them to want to pursue careers in Housekeeping.

Session XXI Graduation - Certificates will be awarded to each trainee at a formal "graduation ceremony".

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APPENDIX C

NOTES ON THE HIGH INTENSITY TRAINING MANUAL

SKILL ADVANCEMENT INC.
HIGH INTENSITY TRAINING PROGRAM

NOTES ON THE HIGH INTENSITY TRAINING MANUAL

For each High Intensity Training program, two curriculum manuals are developed: one for the instructor and one for each of the trainees. The only differences between the two are in the amount of detail given and the provision of instructions for the use of training aids.

The manual serves as both a guide and a source book for the trainees. It is a cumulative collection of material concerning the skill training and the basic education information covered in the class meetings. The contents of the manual, though prepared prior to the start of the program, are distributed to the trainees as each topic is discussed in class. The procedure permits flexibility in curriculum and provides the trainees with only that material which is relevant to the day's training session.

The training manual is divided into daily sessions. The material is primarily prepared before the program begins, but there are many instances which require changes or additions in scheduling and/or in contents. This explains why some training manuals do not appear to flow as smoothly from topic to topic. Many sessions are open to development by the trainees. The only structured part of a session may be the trainer's presentation of the subject matter — his outlining of some parameters, with the trainees taking over from that point. Since there is no "official" recorder at each session, written materials cannot always recreate what has transpired during the session.

The training manual is designed by SAI to be a viable document. If necessary, even after completion of the program, additional materials may be sent to the trainees for inclusion in their manuals. Should changes take place which out date preceding sections, the trainees are notified to substitute the new material for the old. The manuals are specifically geared to the trainees' comprehension, and may not always be perfect examples of grammar or correct usage.

Notes on the High Intensity Training Manual (Continued)

The contents of the manual are divided between materials dealing with skill training and materials which deal with personal development, i.e., money management, where to find help in New York City, Social Security, Medicare, human relations, problem-solving, etc. The skill training material is prepared by the trainer to meet the specific needs of the individual organization. This material is not always adaptable to similar organizations since it is based on the specific problems, operations and personnel of the organization for which it is developed.

Frequently, as a result of the Job Task Analysis performed by the trainer and the training program, new methods of operation are introduced by management. This then requires that the manual be altered and new information incorporated. Often during the program, the trainees themselves discover new techniques or "tricks of the trade" which again require additions to the skill portion of the manual.

In the case of the personal-development curriculum, SAI has found that certain topics apply to every training program, regardless of the industry. These topics are called "constants" and are included in all training manuals. These materials were prepared or refined by various members of the SAI training staff who researched the different topics and compiled the pertinent data for use in the programs. Maintaining a file of "constant" curriculum components allows the trainer more time to concentrate on developing materials which deal specifically with the target job and the organization: company history, company benefits, personnel, skill requirements, problems and other data gathered during the Job Task Analysis phase.

The constants may be modified for a specific training program depending upon the needs of the trainees. A particular aspect of one of the constants may be explored in greater depth and the class may want more information — hence additional information for the manual must be prepared as a result of the in-class discussion.

The manuals are left with the trainees for their continued use, and the instructor's manual is left with management to provide a guide for future training programs. SAI will supply additional trainees' manuals for the programs undertaken by the organization's newly trained trainer.

APPENDIX D

SUBCONTRACTOR REPORTS - NEW YORK STATE SCHOOL OF INDUSTRIAL AND LABOR RELATIONS AT CORNELL UNIVERSITY, NEW YORK URBAN LEAGUE, AND PUERTO RICAN FORUM, INC. (AS SUBMITTED TO SAI)

INTERIM REPORT ON NEW YORK STATE SCHOOL
OF INDUSTRIAL AND LABOR RELATIONS, CORNELL UNIVERSITY

SUBCONTRACT WITH

SKILL ADVANCEMENT INC.

(For period from September 1, 1966-June 30, 1967)

Background

NYSSILR has assumed responsibility for providing education, counselling, and teaching materials to the training staff of Skill Advancement Inc. (SAI) with the purpose of establishing, building, and helping maintain high standards in their industrial training activities. High standards are required by the combination of speed, accuracy, and thoroughness needed for carrying out effectively the high intensity training program of the agency.

To streamline the training of trainers it was necessary to ascertain staff needs with the variety of backgrounds they brought to the work, and to decide what training the group would give itself and what training should come from outside as well as who, when, and how it should be given. This task was complicated by the newness of the operation. New staff members continued to be added to the group, one at a time while the organization was still in a stage of formulating policies and procedures, and new programs were being organized all during a period when training was underway. Accomplishment of the agreed on objectives was due to the flexibility and commitment of all those concerned both inside and outside the organization.

The work of NYSSILR comes under these headings: training, counselling, and selecting and providing materials for self-education of trainers and for use with trainees.

Training

This office provided two types of training services to the project: (1) training programs specifically designed for the project staff, and (2) registration at regular Cornell public management programs.

Training

Staff Training Programs

1. General Training Officer Program (10/24, 25, 26/66)

   Instructors: M. Kelly, A. Nash, W. Gellermann, W. Wohlking

   Subjects included the following:

   Learning Theory and Its Applications
   Motivation Theory and Its Applications
   Survey of Action Training Techniques
   Introduction to the N. Y. C. Labor Movement
   Introduction to the Economy of the Metropolitan N. Y. Area

2. Conference Leadership Skills (12/9, 10/66)

   Conducted by H. Trice

3. Job Instruction Training (2/3/67)

   Conducted by H. Schmidhauser

4. Communication Skills (2/16/67)

   Conducted by W. Bechard

5. Interpersonal and Group Dynamics (5/30, 31 and 4/1/67)

   Conducted by E. Glasscock and N. Noble in residence at the Thayer Hotel, West Point

6. Role Playing in Industrial Training (5/19/67)

Conducted by R. Dvorin

These courses, conducted as one to three full day conferences, had to be fitted into the trainers' program while they themselves were teaching within industry in various parts of New York and Long Island. Their work schedule was Monday through Thursday with Friday set aside for office work. Training sessions were designed to fill in their backgrounds as training officers, but specifically to meet their individual needs in increasing their effectiveness in the training job. Secondarily, they were designed to strengthen the training which they were able to do within their own group, to increase uniformity of approach, to stimulate the group thinking together on training problems, and to establish simple, sensible, basic reactions to problem situations. A by-product was increasing the understanding of each other in the group and increasing the ability to work together as a team.

Cornell Management Programs

Various staff members attended the following programs:

1) Two registrations for the Job Instructor Training (10/13, 14/66)
2) One registration for On-the-Job Coaching & Interviewing (5/22-24/67)
3) One registration for Television in Industrial Training (11/10/66)

Counselling Services

On the job coaching and counselling has been carried out with several goals in mind:

A. Planning and Early Contacts With Management

1. Planning Curriculum
2. Ascertaining Training Abilities Required
3. Establishing Needs on the Basis of the Trainers' Background

4. Establishing Standards
5. Separating that Training Best Done by Outside Experts from Training that Could be Done In the Group

B. On-Going Program With Trainers and Management

1. Ascertaining Continuing and New Needs
2. Sitting in on Trainer's Program and Giving Post-Counselling
3. Discussions on What the Individual Trainer Sees As His Needs
    - (a) As a trainer
    - (b) As a member of his own organization
    - (c) Materials
    - (d) Facilities
4. Discussing Training and Trainer Problems and Approaches with Management, Present and Looking to the Future

The counselling process (including the planning of methods for meeting individual needs) involved W. Wohlking, Donn Coffee, and Nat Noble. Follow-up analysis of trainers on the job indicates an increase in effectiveness of performance, confidence, skill in use of tools and materials, strengthened approach to planning and, to some degree, improvement in ability to work together.

Selection and Provision of Training Materials

Considerable time and effort has been spent by W. Wohlking, N. Noble, and particularly Donn Coffee in selecting, preparing, and editing material which would specifically fit the needs of the trainers. Advice and counsel has been given on conference leadership material, job instruction material, visual aids, etc. The group has been supplied with bibliographies on all activities covered in the training programs, as well as up-to-date handouts. The trainers have been encouraged to call the NYSSILR office on their needs for specific materials which many have done. In many cases, the office has been able to supply information on subject material obtainable elsewhere, available sources for material on specific subjects, as well as advice on suitable material available for their use.

Among the significant materials supplied are the following:

1) A workbook prepared for the use of each trainer with selected applicable material
2) The notebook prepared for the three-day workshop on Interpersonal and Group Dynamics
3) The individual trainer's library. These books were submitted from several lists and recommendations by members of both the Cornell and Skill Advancement Inc. management staff. (See "Materials Provided to Project Staff" which follows.)

In the making is another book designed specifically for the use of the trainers. Out of our 1300 available articles in the NYSSILR files 90 have been selected on the first step. These will be given by N. Noble and D. Coffee for a final selection of 25 to 30 articles which will most fit the trainers' needs.

In preparation for a second year of operation thought is currently being given to further methods of broadening and deepening the knowledge and skills of trainers.

Materials Provided to Project Staff

I. Mimeographed Articles and Materials*

How to Lead a Discussion
Types of Questions
Supervision Problems
Thoughts About Learning
Training Objectives in Worker Education
Introduction to the Case Method
Typical Local Structure
Key Points in Job Instruction Development
Manning and Training Tables
Leadership Lecturette
Forces Which Undermine Management Development
Toward a More Effective Enterprise
Developing a Climate for Change
Hospital Cases — Studies and Role Plays
How to Get Through to Your Customer and Boss
Teaching Effectiveness and the Feedback Method
Group Training Methods
Using Films Effectively
Selected References
Sensitivity Training

II. Reprints - Harvard Business Review**

Making Human Relations Work
Fateful Process of Mr. A. Talking to Mr. B.
Communications in Work Group
Barriers and Gateways to Communication
Management Differences
What Killed Bob Lyons
Criterion for Emotional Maturity
Personal Values and Business Decisions
Human Dilemmas of Leadership
Toward a More Effective Enterprise

III. Reprints — Various Sources**

Managerial Grid
A Systems Approach to Managing by Objectives
Managing by Objectives

Learning to Think
Breaking Them In On-The-Job Training

IV. Books**

- Why People Work
- Social Psychology of the Work Organization
- Supervisory and Executive Development
- Men, Management, and Mental Health
- Motivational Constraints in Industrial Retraining Program
- Psychology in Industry
- Motivation and Productivity

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*Mimeographed materials provided in quantities of 40 items per set.

**Reprints and books provided in quantities of 15 items per set.

NEW YORK URBAN LEAGUE
SKILL ADVANCEMENT INCORPORATED

FINAL REPORT

204 West 136th Street
New York, N. Y. 10030

The New York Urban League (NYUL) for over fifty years has worked to achieve equal opportunity and advantage for all minority groups in the areas of housing, health and welfare, education and economic development and employment.

In the department of Economic Development and Employment the NYUL has worked for many years with business, industry, labor and local, state and federal governmental agencies to develop and implement programs which would open new doors for minority group workers.

Through vocational counseling, training and referrals the NYUL has placed many unemployed and underemployed minority group workers.

The NYUL has long been concerned with the problem of large numbers of minority group workers who are locked in low-wage, low-skill jobs which offer no ladder for personal or financial advancement.

The pool of sub-employed workers represented a natural resource to help meet the increasing demands for skilled workers. In recognition of this, the NYUL joined forces with Cornell University and the Puerto Rican Forum to form a non-profit organization known as Skill Advancement Incorporated (SAI).

SAI believes that minority group workers in low-wage, low-skill positions have untapped potentials and abilities, and SAI is dedicated to upgrade the skills of minority workers for higher salaries and job status.

As a natural outgrowth of the SAI upgrading-training program, the SAI program designers considered leadership training to be the next logical step for SAI trainees. It was thought that as trainees developed new skills, and a measure of personal pride in achieving higher job status and wages, energies, formerly devoted to the immediacy of everyday living, could be channelled towards taking action on long-standing community problems.

The NYUL, a sub-contractor of SAI, planned and conducted four leadership training Seminars during the grant year to expose the upgraded employees to the concepts of leadership, problems and benefits of being a leader, communication skills, problem solving, decision making, and general information related to business, unions, politics and the local community.

The NYUL approach to training was designed to be innovative and experimental in order to determine the best means of training workers to be leaders in their communities.

The scope ranged from having guest speakers with expertise in the fields of politics, business, unions and local community affairs to discussing introspection and practicing speech. The first of the leadership seminars was devoted to exposing the trainees to four broad areas. Namely, the world of politics, union, business and community affairs. During the first seminar the dynamist for the training program had the trainees to role-play various styles of leadership, i. e., authoritarian, democratic, laissez-faire, and also assisted the trainees in recognizing how groups can function well or malfunction according to the type of leadership.

The training for the second seminar was quite different. Great emphasis was placed on verbal and non-verbal communication, group member roles, problem solving and decision making. The trainees through role-playing, and perception techniques were able to understand how bodily attitude, facial expressions of group members could effect how a leader should handle a group, solve a problem and plan a strategy for action.

After the second seminar the Project Coordinator for the League recognized that although the trainees were very enthusiastic in learning about what it means to be a leader, the underlying problem for people who formerly have not had leadership roles was lack of self confidence in pursuing a role as leader. Thus, the emphasis for the remaining two seminars was on the individual rather than concepts of leadership per se. That is, how does one feel when speaking before a group, what are some personal problems, e. g., home responsibilities, fear of peers, amount of work involved, which would interfere with taking an active role in the community, and diction and speech.

The trainees were very enthusiastic and were eager for more training in the area of speech and diction. — an area which they considered to be their major weakness.

Although the actual number (56) of participants was small, the benefit of the training cannot be overstated. The smaller groups allowed for ease in participating in the seminar and expressing personal feelings related to leadership.

As a result of the leadership training three trainees who demonstrated excellent abilities in working with groups have been selected to act as Workshop Leaders for the joint leadership training seminar conducted by the New York Urban League and the Puerto Rican Forum. The theme for the conference is two-fold: Leadership and Job and Career Orientation.

The Workshop Leaders will lead groups into discussion related to "New Ways to Attack Old Community Problems."

For the further development of the trainees who participated in previous leadership seminars and those who will be involved during the forthcoming year, the NYUL plans to implement two or three "Leadership Clinics" prior to having each leadership training seminar.

The focus of the Leadership Clinics will be on topics such as developing better patterns of speech, developing self-confidence in addressing groups, discussing personal problems which may preclude assuming a leadership role and the need for local community leaders.

The leadership seminars will be designed to discuss concepts and techniques of leadership. In each succeeding seminar, the trainees will act as group or workshop leaders for a part of the seminar.

In this way, it is the design of the NYUL to develop the potentials of each individual in the training clinics and seminars to his fullest capacity.

In addition to conducting four leadership training seminars and a joint seminar with the Puerto Rican Forum, the NYUL implemented an In-Service Training Program for SAI staff.

The purpose of the In-Service Training was to familiarize SAI staff with the everyday problems which confront the Negro low-wage, low-skill worker and approaches to these problems.

The two days of training, held at SAI, included the following topics: 1) An Overview of the New York Urban League — relationship to the National Urban League; capsule information on NYUL's programs; and new directions for NYUL; 2) Profile of the Negro Family in New York City; 3) Patterns of Negro Employment; 4) Human Relations Between Trainers and Trainees; 5) Ghetto Economic Development; and the Negro as a Non-Expendable Force in New York City.

The staff of SAI were highly enthusiastic about the content of information and speakers for the In-Service Training and this enthusiasm, provided the germ for a "Harlem Live-In" which is planned for the next grant year. The training is designed to bring the SAI staff into the Harlem community for two days. The purpose of this type of In-Service Training will be to offer SAI staff immediate and intensive contact with the people in the area in order to become aware of and realize the everyday problems confronting the Negro low-wage, low-skill worker and how these problems may affect his work performance.

Following the two days, there will be a one day of feedback and discussion concerning the experiences of the respective staff members.

In summarization, the New York Urban League, for the grant year, conducted four Leadership Training Seminars; jointly implemented with the Puerto Rican Forum a Leadership Training Seminar; developed and implemented an In-Service Training for SAI staff; and, as part of the sub-contractual agreement visited several of the training programs to evaluate and review the methods of teaching, teaching materials which the NYUL found to be satisfactory in the training of Negro low-wage, low-skill employees.

August 15, 1967

PUERTO RICAN FORUM, INC.
SKILL ADVANCEMENT INC. SUBCONTRACT
FINAL REPORT

The Puerto Rican Forum, Inc. subcontract with Skill Advancement Inc. covers the period from September 1, 1966 through August 31, 1967. A status report for the months of September -- November, during which only the Board of the Puerto Rican Forum, Inc. and other staff members were in operation, was not submitted.

This report covers the period from December 1966 through August 1967. Due to difficulties within Skill Advancement Inc. itself, an advance of $4,000.00 was not received by the Puerto Rican Forum, Inc. until December 1, 1966; the subcontract was actually signed on January 11, 1967. On December 5, 1966 the Coordinator to Skill Advancement Inc. joined the Puerto Rican Forum, Inc. The FORUM directed its first efforts to the hiring and training of a staff, purchase of equipment, and to the establishment of office procedures. On November 1, 1966 larger quarters were obtained from

ASPIRA. The staff now includes a secretary and a Coordinator, Miss Anna C. Zentella, appointed (January 23, 1967) to replace the previous one, Mrs. Velia Crespo, who only served in that capacity a total of seven weeks. Progress in the areas agreed upon in the subcontract is as follows:

1. Skill Advancement Inc. In-Service Training Program

   The training of Skill Advancement Inc. staff for the purpose of acquainting them with the background, attitudes and behaviour of the Puerto Rican New Yorker took place on: February 10, 17, 24, March 3, 10, 27. A detailed outline of these sessions is attached.

2. Leadership Training Programs

   Four leadership training programs, entitled Programa para Líderes, were held, three of which were two full day (Saturday) sessions:

   I March 11, 18

   II April 21, 29

III July 8, 15

IV August 5, August 12 - (Joint Conference)

A. Evaluation

Various agendas for these sessions are enclosed. The discussions were found to be challenging and informative, as indicated by the unsigned, written evaluation (copy of forms also attached) requested of each participant. Some of their reactions to the question "What do you think was the most important thing you learned in the Program?" (translated):

1) ". . .how to get along better with my superiors and the people in my care."

2) ". . .I learned that I should follow up every opportunity to exert leadership no matter what the impediments or inconveniences. I should always seek a solution and not give up."

3) ". . .the basic points of an agenda."

4) ". . .to have confidence in ourselves and moreover to esteem our country and to help our people."

5) ". . .how to solve community problems."

B. Attendance

Invitations were made to the 101 workers of Puerto Rican background whom SAI indicated had participated in their upgrading programs. Out of this number, 45 attended a "Programa para Líderes." In view of the fact that this meant a completely voluntary effort and, in many cases, foregoing Saturday overtime in order to attend, the nearly 50% attendance was most heartening, and we consider it further proof of the Puerto Rican workers' eagerness to take advantage of opportunities for self advancement. It is quite obvious that those who were personally invited to attend a Programa during a visit to their training programs responded best. It was unfortunate that SAI could not coordinate more visits on the part of the Coordinator of the Puerto Rican Forum, Inc.

C. Objectives

The Objectives which were achieved in the program, as seen by the discussion leaders and the participants, were:

1) An awareness of the problems facing the New York City community and the needs for the grass roots leadership

2) Concepts of leadership: what is leadership
   qualities of a leader
   responsibilities
   types of leadership
   advantages & disadvantages
   intergroup relations

3) Mechanics of leadership: problem solving
   parliamentary procedure
   committee system
   community action
   fund raising projects

D. Outstanding Feature

The most significant aspect of the Leadership training programs was the actual development of four group trainers from among the participants. These workers, who showed great promise and leadership potential in all the sessions of a "Programa," were individually guided for their role in other "Programs" as one of the discussion leaders, in lieu of a professional. The benefits of this experience are incalculable in terms of personal motivation, self knowledge, satisfaction and importance to the community.

E. Suggestions

It is imperative that sessions geared to the level of knowledge and capability in leadership of the workers be considered an essential part of the total training program. Attendance at one leadership training program should be considered part of the responsibility of each trainee, explained as such in their manual and stressed by the trainers. This would ensure a greater number of participants.

Those participants in a leadership training program who demonstrate outstanding comprehension of the issues and leadership ability should receive advanced training in public speaking, preparation of outlines, speech writing, group discussion techniques, etc. and should be involved in other leadership training programs as a speaker and discussion leader. After continued exposure and training, these men should be able to enter a manpower training program such as SAI itself on the level of Jr. Trainer, thus forming a badly needed pool of manpower trainers who have undergone the upgrading experience themselves, know the technical field at first hand, and can identify the basic elements of success in such programs.

3. The Joint Conference

On August 12, 1967, a Joint Conference was sponsored by the Puerto Rican Forum, Inc. and the New York Urban League, Inc. for the purpose of discussing areas of mutual concern in the development of leadership. (Copy of agenda attached.)

The objective of the Joint Conference as stated in the subcontract was: "to bring together the Puerto Rican and Negro low-skill, low-wage workers. . .in or[illegible]r to promote a mutual understanding of the work situation, attitudes and behavior of the two groups."

4. Review and Evaluation of all SAI Training Materials, Programs and Visual Aids.

The Puerto Rican Forum Coordinator to SAI made 14 visits to upgrading programs, and completed a Training Session Visit sheet for each program. (Copy attached.)

Three graduation ceremonies were attended by members of the Puerto Rican Forum, Inc. Board of Directors.

5. Improvement of Existing Spanish and English Curricula

The Puerto Rican Forum Coordinator to SAI submitted a 2½ page report with 9 suggestions for the improvement of the English Proficiency Training Program.

6. Translation of Materials

Sixty-nine pages of the following SAI materials were translated into Spanish:

Where to Find Help
Installment Buying
Garnishments
Loans
Research Memorandum RES 104
Co-Signing
Medicaid
The Legal Aid Society
Medicare
Small Cast Tools
Precautions for Handling
Procedure for Lay-up in Making a Laminated Tool
Plastics

7. Status Reports

Interim Status Reports were prepared for the months of February, March, April, May and June. Quarterly reports were submitted to the Chairman of the Board of Directors of SAI covering December - March and March - May.

This is the final status report.

8. BOLT

As a direct consequence of its relationship with SAI, the Puerto Rican Forum, Inc. became increasingly preoccupied with the small number of Puerto Ricans who are trained in upgrading programs. Among the SAI trainees, 101 were Puerto Rican.

In order to eliminate the language disadvantage, the Puerto Rican Forum submitted a proposal to the Department of Labor for Basic Occupational Language Training, which will devise and experiment with an eclectic methodology to teach Spanish speaking workers the

English necessary for a particular occupation. The proposal was reviewed and accepted on August 8.

PUERTO RICAN FORUM, INC.
Programa Para Líderes
(Parte del Sub-Contrato con Skill Advancement Inc.)
Participantes: Graduados de Skill Advancement Inc.
Lugar: ASPIRA 1974 Broadway (67-67) 4 Piso

Día y Hora	Consultor	Tópico	Objetivo
Sábado 11 Marzo 11:00 - 12:30	Srta. Yolanda Sánchez, Coordinadora, Desarrollo de Comunidad y Programas, Bedford-Stuyvesant Youth in Action	La Comunidad Puertorriqueña Neoyorquina	Entender en qué consiste nuestra identidad como Puertorriqueños Neoyorquinos, como grupo, con los líderes que tenemos y los que necesitamos
Almuerzo, Buffet 12:30 - 1:00			
1:00 - 2:30	Srta. Anna Celia Zentella, Coordinadora del Puerto Rican Forum, Inc., a Skill Advancement Inc.	Características de un Líder para la Comunidad Puertorriqueña Neoyorquina	Aprender qué es un "líder." Distinguir entre cualidades innatas y las que se pueden aprender
2:30 - 4:00	Sr. Federico Aquino, Maestro auxiliar en las escuelas públicas de New York consultor de educación al National Conference of Christians and Jews	Aspectos. Positivos y Negativos de ser Líder	Comprender las ventajas y desventajas de ser líder

PUERTO RICAN FORUM, INC.
Programa Para Líderes
(Parte del Sub-Contrato con Skill Advancement Inc.)
Lugar: ASPIRA 1974 Broadway entre 66-67 3 piso

Dia y Hora	Consultor	Tópico	Objetivo
Sábado 15 de julio 11:00 12:00	Sr. Carlos Rosario Representante Internacional District #50 United Mine Workers of America	Las Responsabilidades del líder	Entender las relaciones del líder con su grupo y ante otros grupos, ejemplo: la gerencia, la unión, etc.
	Almuerzo Buffet 12:00 - 12:30		
12:30 1:30	Sr. Felix Rodríguez graduado de SAI y el primer Programa para Líderes	Distintos tipos de líder	Distinguir entre diferentes maneras de funcionar como líder, ejemplo: el tirano, el democrático, etc.
1:30 2:15	Anna Celia Zentella Coordinadora del Puerto Rican Forum, Inc.	El Procedimiento Parlamentario	Aprender las maneras prácticas de organizar y dirigir una reunión
2:30 3:45	Sr. Louis Alvarez Organizador de la Comunidad para ASPIRA, Inc.	Los Problemas de la Comunidad y las Soluciones	Aprender maneras prácticas de lograr cambios y soluciones para desarganización, falta de interés, poco tiempo, escasez de fondos, oposición, etc.
3:45	Evaluación del programa y Presentación de Certificados		

PUERTO RICAN FORUM, INC.
Skill Advancement Inc. Staff Training

I. February 10, 1967 .... 3-5 P. M.

The Puerto Rican Community in New York City: Its Organizational Life and Efforts at Integrating into the Total Life of the City.

Miss Antonia Pantoja- President, Board of Directors of Puerto Rican Forum; Associate Professor, Columbia University School of Social Work.

A Descriptive Statistical Profile History of the Puerto Rican Migration.

Mr. Louis Nunez, Assistant Executive Director, Aspira.

II. February 17, 1967 .... 3-5 P. M.

The Historical Background and General History of Puerto Rico.

Dr. Eloísa Rivera García, Montclair State College.

III. February 24, 1967 .... 3-5 P. M.

The Puerto Rican Family in New York City.

Dr. Elena Padilla, New York University.

IV. March 3, 1967 .... 3-5 P. M.

Race Composition of the Puerto Ricans, Differences in Race Relations in Puerto Rico and among Puerto Ricans on the Mainland.

Dr. Frank Bonilla, Massachusetts Institute of Technology, Department of Political Science.

V. March 10, 1967 .... 3-5 P. M.

Profile of the Puerto Rican Worker.

Mr. Edward Gonzalez, Consultant -- Manpower and Career Development Agency of Human Resources Administration.

VI. May 26, 1967 .... 1-5 P. M.

Puerto Rican Attitudes Toward Work and Authority: Dependency and Self-Sufficiency in the New York Puerto Rican.

Joseph P. Fitzpatrick, S. J. Professor of Sociology, Fordham University.

PUERTO RICAN FORUM, INC.
LEADERSHIP TRAINING PROGRAM
EVALUATION

IT IS NOT NECESSARY TO SIGN YOUR NAME

1. Why did you attend the leadership training program? Be honest.

2. In your opinion, which session was the most interesting and why?

3. What do you think was the most important thing you learned in the program?

4. Which session did you consider the least useful and why?

5. What comments and/or suggestions do you have concerning the arrangements for the program, i. e., the letters of invitation, the locale, room, food, materials, etc.

6. If you were planning a leadership training program for SAI which trainees sessions would you be sure to include? (Feel free to make new suggestions.)

7. If you were planning a leadership training program for SAI trainees, which sessions would you omit and why?

Other comments:

ADDRESS

YWCA

Auditorium

361 West 125th St.
(near St. Nicholas Ave.)

TRANSPORTATION

8th Ave. Subway - A,D, to 125 St.
BMT-Broadway to 125 St.
7th Avenue to St. Nicholas Ave.

BUS : #29 from the Bronx

PROGRAM

9:30 - Welcome and Keynote speakers
- Prof. Antonia Pantoja, President
Puerto Rican Forum, Inc.

Dr. Eugene Callender, Director -
New York Urban League

11:00-12:15 - Discussion groups

12:15-12:30 - Mr. Victor Starr
Deputy Assistant Commissioner
Department of Hospitals
c/o Manpower Development
Programs for Health Services

12:30- 1:00 - Buffet lunch

1:00- 2:45 - Job and Career Orientation

Mr. Louis Cardona, Deputy
Commissioner Human Resources Adm.,
Mr. Richard Clark, President -
Hallmark Employment Agency

2:45- 3:00 - Introduction of Job and Educational
Counselors

3:00- 4:30 - Interviews with Occupational and
Educational Counselors

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PUERTO RICAN FORUM, INC.

SKILL ADVANCEMENT INC. TRAINING SESSION VISIT

I. Training Site ______________________

Address ______________________

Time ______________________

Trainer ______________________

Program ______________________

II. Trainees

Total number present __________

Total number registered __________

Puerto Ricans : Number __________

Names 1.

2.

3.

4.

5.

Negroes : Number __________

Other : Number __________

III. Session

Subject matter ______________________

____

Methodology : (give % of time)

Lecture __________

Induction ____________

Discussion ____________

Tests ____________

IV. Observations (Use the number preceding the Puerto Rican's name in II when referring to one in particular)

1. A lack of English did ____________ limit the
did not ____________
comprehension of the Puerto Ricans.

2. The Puerto Ricans were ____________ generally alert
were not ____________
and attentive.

3. The Puerto Ricans participated in the discussion and/or volunteered (in response to questions, for special tasks, etc.) to a great extent ____________
to a fair extent ____________
not at all ____________

To what, if anything, might you attribute the extent and/or lack of the Puerto Rican's participation?

Remarks:

Signed ____________________